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ABSTRACT

Conducted for the Palo Alto Adolescent Services (PAASC) and other social service agencies serving the adolescent population in North Santa Clara County, California, this report is designed to assess the adequacy of existing services and resources within these communities. The identified areas of need address the following concerns: housing, education, social relationships, psychological services, and recreational and vocational services. Several programs designed by PAASC are described, including aspects of funding, certification, community and county support, as well as recommendations for future program expansion. Although geographically specific, the materials presented are applicable to other settings with inclusion of needs assessment instruments for adolescents and community members. (Author/HLM)

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TODAY'S TEENAGERS

A needs assessment and feasibility study of programs and services for Palo Alto area adolescents

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for

Palo Alto Adolescent Services Corporation

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September 1978

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INTRODUCTION

This report is the culmination of a six month project, funded by the Comprehensive Employment Training Act (CETA). It has been conducted in order to assist Palo Alto Adolescent Services Corporation (PAASC) and other social service agencies in serving the adolescent population in North Santa Clara County.

The project design was developed by the research staff and administration of Palo Alto Adolescent Services Corporation. In accordance with the guidelines established by PAASC, this report includes a discussion of:

1. The needs of Palo Alto teenagers as perceived by:

    A. high school students
    B. high school counselors
    C. group homes
    D. programs providing specialized services to youth
    E. community based social service agencies
    F. Palo Alto police department
    G. county and state agencies
    H. parents of Palo Alto high school students

2. The effectiveness of existing services

3. Other studies relevant to our area

4. Recommendations

5. Feasibility of recommended programs

Thus, the goals of this needs assessment were to identify the seriousness and extent of certain needs within the Palo Alto and North Santa Clara County adolescent community. The ultimate purpose has been to assess the adequacy of existing services and resources in meeting those needs. The extent to which those needs are not adequately met denotes a need for new or different services and/or resources for adolescents in Palo Alto and North Santa Clara County.

The needs within the Palo Alto adolescent community that we gathered information about were:

Housing

Finding a place to stay if they can't return home permanently or temporarily

Education

A different kind of school program (alternative school)
Picking and planning a career

How to find a job
Learning to live on their own (e.g., saving money, finding an apartment
How to study
Improving reading and writing
Drug information
Sex education and contraceptive information

Social relationships

Learning how to get along with others (i.e., communication and interpersonal relations)

Psychological services

A rap center where they could just drop in and talk
A counselor to come into their home to help with family problems
Someone to talk to about personal concerns

Recreational and vocational services

On-the-job training
Recreational activities (e.g., sports, dancing, arts and crafts)

In addition to assessing the need for alternative housing for adolescents, we were to identify the programs that were legally feasible, and which ones were capable of supporting themselves through contracts and fees. These were to include foster care, emancipation programs, group homes for the developmentally disabled adolescents, and in-home therapy and after-care treatment for residents of such programs.

BACKGROUND INFORMATION ON PALO ALTO ADOLESCENT SERVICES CORPORATION

The Past

In the early 1970s school counselors, police, and social workers found that some Palo Alto teenagers were running away, living in cars, or even stowing away in a school attic. The reasons were deeply rooted in broken homes, long-term disagreements, unstable parents, or major problems at school.

At that time there were no places in Palo Alto where such students could stay and find help. If they were placed by county agencies, they were invariably situated in foster homes or facilities in other parts of the county, far from school, friends, and parents. Thus, whether the adolescent tried to make it on his or her own or was placed in a county facility, there was little chance for the counseling or communication necessary for restoring the child to the family.

A task force was formed to try to find solutions to the problems faced by teenagers and their families. This group was sponsored by the Palo Alto P.T.A. and the Palo Alto Human Relations Commission. It consisted of school personnel, police, parents, social workers, and interested citizens. In 1975 they incorporated the Palo Alto Adolescent Services Corporation as a non-profit organization.

The general purpose of the Corporation was, and is, to work with other agencies to facilitate services for Palo Alto area youth, and to provide those services not provided by others. More specifically, the Corporation endeavors to prevent juvenile delinquency and to help teenagers and parents improve their relationships to create more stable families. In those cases in which adolescents, particularly older ones, are without functional families, PAASC hopes to break the cycle of dis-functional family life and help the young person to become not only a functioning adult but a stable parent for his or her future family. A particular aim has been to provide places to stay in Palo Alto for teenagers who cannot stay at home either temporarily or for longer periods. A place to stay in this community means that school work is not disrupted and that parents are nearby so that family problems can be worked out.

The Present

In 1976 PAASC formed the Palo Alto Interagency Youth and Family Council, an informal consortium of agencies whose purpose is to develop greater awareness and communication among organizations dealing with youth and families in this area. It also seeks to encourage coordination of programs through existing resources. Meeting once a month for a "brown-bag" lunch, the Council has representatives of over fifty public and private agencies representing such diverse services as counseling, housing, education, and recreation. The Council is run by the Corporation Administrator.

Since living space for adolescents in Palo Alto was a most urgent need, PAASC established Caravan House, a licensed, co-ed group home for six teenagers,

ages 13-17. The home, which opened in November 1977, works with its young residents to help them return to their families and provides longer-term care and living-skills training for those who are unable to return home. Caravan House is administered by a licensed marriage, family, and child counselor, and is staffed by three trained and experienced house counselors. Start-up funding for Caravan House was provided by grants from the Hewlett, San Mateo, and Packard foundations as well as from CETA. County board and care fees presently provide the major support for the home.

This report is a product of a six-month CETA grant for four people to carry out a research project to determine needs of adolescents in the Palo Alto area and also to assess and develop recreation and employment opportunities for teenagers in Caravan House and similar facilities. The future programs of the Corporation will be based to a large extent on the results of this research.

RESEARCH METHODOLOGY

The methodology used in this short-term data collection process is best described in three phases:

Phase One -- Development of Needs Assessment Technique and Instruments

Phase Two -- Data Collection and Analysis for Needs Assessment Survey

Phase Three -- Program Feasibility Study

Phase One - Development of Needs Assessment Technique and Instruments

Phase One began with the formulation of the research question:

What type of social service is currently needed most in North Santa Clara County by adolescents, that is also fundable and legally sound?

Analyzing the needs or conditions of adolescents as met through various alternative housing programs and as discussed in psychological literature on adolescents produced a comprehensive list of possible needs or conditions. This list was transformed into a Needs Ranking (NR) questionnaire and distributed to our population of informants. (See Appendix B, #2.)

Determining the sources of information, or the population of informants for our needs assessment, was the third step in the research methodology. The sources of information are represented by the following categories:

Needs Assessment Survey

Service Receivers
- Palo Alto high school students

Service Providers
- High school counselors
- Community based social service agencies
- County and state agencies
- Group homes
- Police department and protective services
- Programs providing specialized services to youth

Community members
- Parents of Palo Alto high school students

Program Feasibility Study

Model programs

Funding sources

Legal advisors

Community, State and County support

In order to collect background information sufficient to develop our research instruments (questionnaires and interview guides) representatives within the broad population were sampled. The following is a list of those interviewed and the broad topics discussed.

State of California Department of Health (Local licensing section)
Licensing procedures and policies for residential treatment centers, and other facilities or services for adolescents.

Stanford Law School
Legal considerations for emancipation training programs. Current status of AB 958, AB 3121, Senate Bill 1473, and placement considerations for 300s (dependents of courts), 601s (runaways, truants), and 602s (juveniles who have committed major offenses).

Learning House
Services provided and needs met in a Teaching-Home facility.

Deseret House
What services are provided by your emancipation training programs? What needs are considered for placement into such a program? What are the pitfalls of emancipation training programs?

Department of Social Services, Santa Clara County
Placement of non-problem adolescents in alternative housing programs. What services are currently available, what services are there a recognizable need for, how do you determine what kind of program is most suitable for an adolescent?

Juvenile Probation Department, Santa Clara County
What are the special handling procedures for processing status offenders? What types of youths are being served by your agency? What kind of needs assessment do you do before you place a teenager?

Family Service of San Mateo
How would a non-profit corporation design a model program qualifying under SB 30 for funding?

SB 30 Coordinator in San Mateo County
What are the specifics of SB 30 funding: Who gets contracts to provide services? What is the current status of SB 30?

Palomares
What needs are your programs designed to meet? What needs are most common among adolescents in residential treatment centers?

Palo Alto High School Counselor (Special Problems Counselor)
What are the un-met needs of adolescents: Do youths in alternative housing situations have special needs?

Director, Family Service Agency of the Midpeninsula, Palo Alto
What are the needs in Santa Clara county for a foster home network?
What needs of adolescents do you see un-met in Santa Clara County?
How do you define the needs of adolescents?

A questionnaire was designed for service providers based on those interviews. (See Appendix B, #1.) That research instrument was designed to gain information about services and programs already in existence. The areas of question include program design, program goals and effectiveness, and specific needs met through the program. We also asked about funding sources and legal considerations.

In addition, a needs-ranking questionnaire was designed to differentiate or weigh the personal opinions of individuals in our survey as to the needs of North Santa Clara County youth. The results identify the most serious needs and the most common needs of youth in North Santa Clara County with whom they had contact. Individuals were instructed to rate each need on a three-point scale from very important to not at all important; they were then instructed to select the five most common needs of the youth they came in contact with. The sixteen needs we asked about were selected from a 50 item pool developed from literature in developmental psychology and from interviews with social service agencies. The needs are categorized as follows: alternative housing, education, social relationships, psychological services, recreational and vocational services. The sixteen items on the needs ranking questionnaire were selected on the basis of face validity, reliability and relativeness to our organization's goals and objectives.

In order to ask the opinions of community members regarding the needs of adolescents in North Santa Clara County, a community survey was designed. The instrument used for this part of the needs assessment survey was the Needs Ranking (NR) questionnaire. (See Appendix B, #2.) A sample of parents of the Palo Alto high school students was selected for this survey. An algorithm* was designed so as to insure the random validity of the sample; parents' names and addresses were then selected from the A - Z rosters of Palo Alto high school students (and Mayfield School) using a table of random numbers and our algorithm. Cover letters and questionnaires were mailed to those individuals identified by our process. (See Appendix B, #2.)

This needs assessment also attempted to obtain a random sampling of Palo Alto high school students through the selection of elective classes with a diverse cross-section of students. Our data collection emphasized student participation in group discussion through the use of a prepared "role-play". The role play consisted of a distraught student talking to her counselor about her problems, which ranged from drunken parents, wanting to run away and wanting to drop out, to looking for a job and being pregnant. Having been presented

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*a step-by-step procedure for solving a problem

with this array of problems the classes were then asked to identify the needs of the teenager in the role play. In the discussion after the role play, a series of prepared questions (See Appendix B, #4) was asked of the class, then the Needs Ranking questionnaire was presented.

Thus, the research instruments developed for use in this needs assessment survey include:

Service provider questionnaire/interview guide

Service receiver role-play

Service receiver questionnaire/interview guide

Needs Ranking questionnaire (variations administered to service receivers, service providers and community members)

Phase Two - Data Collection and Analysis

Phase two of the research design began with determining the order in which groups would be interviewed. Once this was established we personalized the questionnaires for each group by adding particularly relevant questions. Interviews were then scheduled and conducted.

The analysis of data collected from the service provider questionnaire, the service receiver questionnaire, and the needs ranking questionnaire identified trends in needs and existing services. We looked for a consensus across groups and within groups in a systematic manner. For example, if high school counselors showed no agreement on item number ten of the service provider questionnaire, it was not reported; however, if 40 percent or more of those interviewed showed consensus, the results were reported in our findings. This systematic item-by-item analysis of variance was manually conducted for each instrument across all groups and within each group.

Phase Three - Program Feasibility Study

The third phase of our short-term data collection process was a program feasibility study. In this phase we analyzed five program areas in alternative housing, and proposed a program model based upon the preliminary results of our needs assessment. For this new model program, further investigation of funding possibilities, community, county and state agency support, and licensing and legal considerations was conducted in order to present a recommended mode of service delivery which would be most needed and most feasible.

Step One

According to our Board of Directors and the project guidelines of the CETA project, there were five program areas to be examined. In addition, the needs assessment data and recommendations were considered. Thus, we based

our program feasibility study on the alternative housing needs identified by our organization, as well as the most significant needs identified in the results of our needs assessment.

Step Two

In step two, the program model had to be designed, based upon the data. A recommended program design was approved by the Board of Directors (subject to modification) in order to begin the grant writing process by applying to the appropriate funding sources on time.

Step Three

The specific questions regarding feasibility were clarified for each of the program areas in the recommended model. They fell logically into four categories; they are:

model programs

funding sources

legal considerations and licensing regulations

community, county and state agency support

Step Four

Step four of our research design was gathering the information. Interviews were arranged and conducted with a representative sample of respondents from the specific areas mentioned above. We asked these individuals specific questions pertinent to the model program approved by the Board of Directors.

Step Five

Step five consisted of carefully considering the information collected from the various sources.

PART ONE - NEEDS ASSESSMENT SURVEY

SERVICE RECEIVERS

High School Students

One part of PAASC's research project on the needs of teenagers in the Palo Alto area was to consider the opinions and advice of a sample of 125 Palo Alto high school students. At each of the three Palo Alto high schools and at Mayfield School, the students were asked to fill out a needs ranking form following a role-play we presented to the classes.* The needs ranking questionnaire was designed to differentiate or weigh the personal values of individuals in our survey. Determining the most common needs provides a measure of the prevalence of individual needs. Identifying the most serious needs allows us to determine the quality or degree of certain needs.

The role-play consisted of a distraught student talking to her counselor about her problems, which ranged from drunken parents, wanting to run away, wanting to drop out, to looking for a job and being pregnant. Having been presented with this array of problems the class was then asked to identify the needs of the teenager in the role-play. In the discussion after the role-play, a series of prepared questions was asked of the class. Then the needs ranking form was presented.

At all of the high schools the students knew of others who had been in need of alternative housing for a short time because of many of the reasons cited by the teenager in the role play (parental conflict or abusive parents, etc.). When asked where they or their friends had run to, these were answers that always came up: to a friend's house and to a relative's house. There were some novelty answers such as: to Canada for a year and to Disneyland for a day. The prevalent reason for running away was family problems. We also asked where the students went or would go in case of family problems. An older friend or a concerned adult were considered the ideal solutions. However, the students noted that it was not always easy to find someone who would care. Students at Mayfield were strongly opposed to seeking professional counseling when in crisis.

The cause of family problems was agreed to be a lack of communication and understanding between teenager and parent. At all of the schools the students agreed that many parents could use some instruction in communication skills.

The discussion also focused on future plans without parents and basic survival in the real world as young adults. For example, we asked the classes if they knew how to rent an apartment. At Mayfield School, forty percent of the teenagers knew how to rent an apartment, fifty percent knew how at Gunn, and ten percent at Palo Alto high school knew how to rent an apartment. It is

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*Cubberley High students were not presented the role-play, only the Needs Ranking questionnaire.

important to note that this striking difference may be due to the type of classes selected for study at the schools. At Palo Alto High School, our data was collected from a sociology class and an alternative school class. These classes reflect more of a cross-section than the Living Skills classes interviewed at Gunn High School and Cubberley High School.

We asked about job hunting skills and availability of employment opportunities for teenagers. Almost all agreed that summer jobs are not really difficult to find, provided you are willing to take anything. A good job or a long-term job was considered next-to-impossible to obtain. In terms of knowing how to find a job, less than ten percent of the students we talked with knew how to approach the job market.

In closing the discussion session, we asked about the kinds of services that students feel are needed in Palo Alto for teens. The following is a list of those program ideas:

1. A place for run-aways to stay (long and short term)
2. Some kind of mediation service to help solve conflicts between parent and teen
3. A place to go and talk to someone
4. Employment services
5. Recreational programs. "There's nothing to do on Saturday nights! An under-18 disco in the area would be nice, or a good recreational center, with pool tables, bands, etc."
6. Family counseling
7. A drug counseling center
8. Sex education
9. An alcoholics anonymous for teens

Finally, the needs-ranking form was administered to the classes. The needs which most students agreed were the MOST SERIOUS for them personally at this time in their life were:

Picking and planning a career

Learning to live on your own

How to find a job

Finding a place to stay if you can't return home for a short time or permanently

Recreational activities

Learning how to get along better with others

The needs considered by most students to be the MOST COMMON needs of teenagers in the community were:

Picking and planning a career

How to find a job

Learning to live on your own

SERVICE PROVIDERS

High School Counselors

Twenty high school counselors from the three Palo Alto high schools were interviewed. Seventeen of those counselors were academic counselors and three were special problems counselors. (Academic counselors have equal numbers of student case loads and serve the entire student population, while special problems counselors see teenagers who come in on their own, or are referred by private or official sources.) In addition, three faculty members and one staff person from Mayfield School* were interviewed. Information gathering was by means of interviews and questionnaires.

In order to generate consistent data, two research instruments were used with both groups of counselors and Mayfield faculty and staff. One was the needs-ranking questionnaire, which differentiates or weighs the personal values of the counselors in regard to what they think are the most important or serious adolescent needs as well as which needs are the most common or prevalent. The other was a structured interview where pre-designed questions provided a format for discussion. In addition, an in-depth interview was conducted with special problems counselors and Mayfield faculty and staff.

In the following pages, the information gained from the needs-ranking questionnaire and the group interviews with all Palo Alto high school counselors are presented. Finally, the data from additional faculty and staff will be analyzed.

I. The needs-ranking questionnaire provides us with two kinds of information: the counselors' personal value of what needs are most serious among the teens they see, and a list of needs that are most common among the teens they see. Most of the special problems counselors interviewed agreed that the MOST SERIOUS needs among their clients were (unranked):

Having a different kind of school program or alternative school

Finding a place to stay if the teen can't return home (temporary or permanent)

Having a counselor to come into the youth's home to help with family problems

Having someone to talk to about personal concerns

Sex education and contraceptive information

Learning how to get along with others

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*A Palo Alto continuation school

Most or all of the special problems counselors also agreed that the MOST COMMON needs among the teens they see are (unranked):

Having an alternative school program

Having someone to talk to about personal concerns

Improved reading and writing

Sex education and contraceptive information

Learning how to get along with others

Academic counselors have a somewhat different set of personal values and perceptions. They also serve a different population and set of needs. The needs which most or all of the academic counselors found MOST SERIOUS among the teens they see are:

Learning how to get along with others

Sex education and contraceptive information

Improved reading and writing

Having someone to talk to about personal concerns

Finding a place to stay if they can't return home (temporary or permanent)

Academic counselors agree that the MOST COMMON needs of the teens they see are:

Learning how to get along with others

Having recreational activities

Having someone to talk to about personal concerns

Finding a place to stay if they have to leave home for a short time

Learning how to find a job

Picking and planning a career

The faculty and staff members who completed the Needs-Ranking form at Mayfield School provided yet another set of observations. Most or all of this group agreed that the MOST SERIOUS needs of the teens they see are:

Learning how to get along with others

Having someone to talk with about personal concerns

Sex education and contraceptive information

They agreed that the MOST COMMON needs were:

A different kind of school program (alternative school)

Learning how to find a job

Finding a place to stay if the teen has to leave home for a short time

Having someone to talk to about personal concerns

Learning how to get along with others

II. The information gained from questions asked of all Palo Alto high school counselors (academic and special problems) and the faculty and staff at Mayfield also demonstrates needs. The following is a list of the MOST COMMON PROBLEMS students come to academic counselors with (unranked):

Academic performance or school dissatisfaction

Acting out behavior

Parental pressure

Pregnancy

Drugs

Personal dissatisfaction

Alienation from self

Teacher-student conflict

Schedule changes

According to special problems counselors, students come to them with these problems (unranked):

Family and personal counseling

Getting an abortion

Learning how to work within and manipulate the system

Sex and drug information

Employment

Attendance

Student-peer conflicts

Student-parent conflicts

Student-teacher conflicts

According to Mayfield School faculty and staff, the MOST COMMON PROBLEMS students come to them with are (unranked):

Lover relationship conflicts

Peer relationship conflicts

Parent relationship conflicts

Pregnancy

Violations of the law

Running away from home

We also asked these three groups about the problems students bring to them that they have trouble referring to other agencies or services. Academic counselors in all schools have difficulty finding services which provide employment assistance for teens, short-term alternative housing, and a rap center for parents. This group is quick to state that they refer to special problems counselor for further information and assistance. The special problems counselors in Palo Alto Unified School District strongly agree that immediate, low-cost, temporary housing is the most difficult need to meet among the students they see. This group of counselors also agreed that it was most difficult to find parent education or effectiveness training and employment development for teens. At Mayfield School, the faculty and staff also provide counsel and share referral information with their students. The problem that their students bring to them that the faculty and staff has the most difficulty referring to other agencies or services for is short-term alternative housing. The faculty and staff at Mayfield School do not find it unusual to hear of a student sleeping in his/her car for several nights following a family crisis.

The fourth question asked of all Palo Alto high school academic counselors, special problems counselors and Mayfield faculty and staff reveals the following list of the most common referral sources they use:

Special Problems Counselors

Protective Services	Planned Parenthood
Juvenile Probation	Our Health Center
Pathway Society	Santa Clara County Department of Social Services
Emergency Treatment Center	Family Service Association of the Midpeninsula

Academic Counselors

Special Problems Counselor	School Social Worker
School Psychologist	Family Service
Childrens Health Council	Private therapists

Mayfield School

Family Service

In order to determine how much living skills training Palo Alto high school students are receiving, we asked the counselors what percent of the student population was enrolled in classes that teach basic living skills. We discovered that 70% - 85% of high school students take at least one course offering basic living skills training before graduation at Gunn High School. At Cubberley High School the students take fewer classes offering basic living skills - not over 30% of Cubberley students take these classes before graduation. Only 10% - 15% of Palo Alto High School Students take a class offering basic living skills before graduation. At Mayfield School, there are currently no classes which offer this training.

The questions and answers presented above reveal some interesting and significant needs. In addition, the discussion sessions which followed the needs-ranking exercise and the formal questions provided an arena for exploring possible programs or services that the counselors felt were needed for teenagers in Palo Alto. Those programs or services proposed by academic and special problems counselors were as follows:

Temporary alternative housing

Instruction in human relations and communications

Employment and career planning programs

Recreational facilities and programs

A community liaison to work with schools doing social services outreach and education

Parent education and effectiveness training

Big Brother/Sister network

III. The in-depth interviews conducted with special problems counselors and Mayfield School faculty and staff are also revealing. For example, we discovered that during the past school year the faculty and staff at Mayfield School has seen at least twelve teenagers in need of short-term, low-cost alternative housing. Those youths ended up sleeping in cars, at friend's houses or just wherever they could. They were able to vent their problems to the faculty and staff, but no family intervention occurred.

The three special problems counselors in the Palo Alto Unified School District have seen approximately 120 teens in need of short-term alternative housing this school year. Very few of those students were placed in foster homes. The majority of them ended up entirely on their own or at a friend's house.

We discovered that the special problems counselors counsel 20 - 30 students per month with special problems; and the faculty and staff at Mayfield School see 2 or 3 youths a day with special problems.

The counseling services offered by special problems counselors are broad. (Originally formed to provide drug abuse counseling, their goal was to help schools deal with drug problems.) These counselors provide short-term and long-term therapy for adolescents and their families, as well as information about social services available to Palo Alto teens. This group of counselors deals mostly with the youth who simply drops in to air feelings or seek information, but they also receive referrals from academic counselors, administrators, parents/guardians, and occasionally from official sources such as juvenile probation.

We also asked special problems counselors and Mayfield faculty and staff about their experience with students in alternative housing. Special problems counselors have had difficulty with this group of youths, as they usually don't like school or home. They often have low self-esteem and use a lot of acting out behavior. They are typically behind in their school work. Suggestions for

helping them included alternative schools and increasing inter-personal relations and communication skills. This might be achieved by peer-counseling, human relations classes already offered in Palo Alto Unified School District, and the creation of individual educational programs.

Mayfield School faculty and staff have a pretty favorable impression of their students in alternative housing. The faculty agreed that their experience with youth not living at home was pretty good, and that these teens were usually as happy as the rest, even though their problems were more serious than most. The faculty did make a few comments about teens running away from group homes, and the sentiment expressed was that group home run-aways are the homes' problem. They don't like to be involved at all.

All groups of high school counselors agreed that immediate low-cost housing for teens in crisis is the greatest need of adolescents in Palo Alto. That need has been documented by the needs-ranking data as well as the interviews and discussion sessions with all Palo Alto high school counselors. Another need which is related to this one, is the need for parent effectiveness training. It was listed by most of the Palo Alto high school counselors as a needed program in Palo Alto, and as a service which they have difficulty finding.

Another significant need demonstrated was for basic living skills training. Learning how to live on your own was considered a most serious or most common need by a significant number of counselors. In addition it was demonstrated that very few students in Palo Alto Unified School District (Gunn excepted) receive any basic living skills training before graduation.

Learning how to get along with others was also considered a significant need among most of the counselors interviewed. The existing school programs designed to meet that need are Human Relations classes and Peer Counseling. These classes reach a small percentage of the student population. There is a substantial need for a service in this area.

High school counselors also agree that having someone to talk to about personal concerns is a most serious and/or most common need of the kids they see. The services currently available appear to meet this need adequately because referring a teen for further counseling was not considered a difficult service to find by high school counselors.

In addition, the program areas which high school counselors agreed were most needed in Palo Alto are listed below:

Temporary, low-cost emergency housing for teens

Instruction in human relations and communications for teens

Employment and career planning programs

Recreational facilities and programs

A community liaison to work with schools doing social services outreach and education

Parent education and effectiveness training

Big Brother/Sister network

Group Homes

Ten group home directors were interviewed in Santa Clara County. (See Appendix C, #1 for list.) These homes take up to six adolescents between the ages of twelve and eighteen. Eighteen is the legal age of emancipation in the state of California. Some of the organizations interviewed have more than one group home and are therefore able to offer more comprehensive services.

A group home is a residential facility that is licensed by the State Department of Health to house up to six youths. The home provides the basics of food, clothing, and shelter, in a structured environment. Most of the group homes provide counseling and therapy programs for the residents. Group homes provide a place where youths can live in a peer group situation and learn to take responsibility for their own behavior. The goal of most of these programs is to return the youths home or provide them with enough skills so that they can eventually live on their own.

Teenagers are referred to group homes through the Department of Social Service's placement division or through the Probation Department's placement unit. These youths are either wards of the court, on probation, or placed voluntarily by their parents.

Some of the youths that are placed in group homes are there because of the lack of foster homes in Santa Clara County. (Teenagers are the most difficult group of people to find alternative housing for.) On the other hand, group homes provide additional therapy and treatment that foster homes may not be able to provide.

In interviewing group home directors, we found that there were some general trends in the environments of these homes. Also, the backgrounds of the group home residents were similar.

The group homes in Santa Clara County that were interviewed for this needs assessment all ran on reward and punishment systems. The most effective programs had house parents or consistent adult authority in charge. Many of the homes ran on behavioral modification systems where the youths moved through various levels, phases, or earned points. This system enables a resident to earn privileges and freedoms. If he or she breaks a rule or abuses the freedoms that are earned, there are specific consequences that he or she must face. Behavioral systems seem to work well in group homes because there are immediate rewards and punishments. Residents learn to take responsibility for their behavior and they also learn what the limits are.

The teenage population residing in group homes tends to come from broken families with single parents, step-parents, or from unstable family situations. Many of these teenagers are beyond the control of their parents. They are usually truants, runaways, or have committed a minor criminal offense. All of them have emotional and behavioral problems.

All of the group homes interviewed teach some elements of living skills, for example, meal preparation, housekeeping (chores), and taking responsibility for their own behavior. Three of the homes teach grocery shopping, budgeting, and saving money.

Six of the ten group homes interviewed have their teenagers involved in work programs. All stressed the need for better vocational training opportunities. Most of the homes had to create their own. Many of the federal and local vocational programs require that the youth be a certain age and income level. Teenagers between the ages of fourteen and sixteen have a tough time finding decent jobs. Most of the homes presented the work experience as a privilege to be earned by their residents.

School is another problem area for teens in group homes. Many of these youths have histories of truancy and low grades. One program had an on-grounds school program which provided a good way of monitoring behavior. However, the teens could not receive high school diplomas from this program.

Almost all of the homes expressed a need for better school programs, vocational programs, and recreational programs which would meet the specific needs of their residents.

Many of the group home directors are now experiencing a different type of adolescent. Probation and the Department of Social Services are referring adolescents who are more disturbed and assaultive in behavior. The reasons for this are not clear.

Funding is another problem area for group homes. These homes are usually dependent on the county for board and care fees, which most parents could not afford to pay. Therefore, the youths must go through the county system so that they can be placed. This means that a youth cannot go directly to a group home agency for placement and may end up waiting between six and eight weeks for a suitable home.

One of the most frustrating problems that group homes face is not being able to help teenagers find long term housing outside the juvenile justice system. Programs are so specialized that many youths do not fit the criteria established by a particular program. These youths may get lost in the maze in attempting to obtain services.

Group homes have many problems. However, they do offer needed services to youths that cannot live at home with their parents or who have no parents. They offer a youth a way of resolving emotional problems and conflicts.

Results of Needs Ranking

Listed below are the five most common and most serious needs for the youth population in group homes.

1. Finding a place to stay if he or she can't return home permanently
   71% most serious and most common

2. A different kind of school program
   85% most serious
   71% most common

3. Learning to live on his or her own
   71% most serious
   57% most common

4. Someone to talk to about personal concerns
   71% most serious
   42% most common

5. Sex education
   85% most serious
   42% most common

Residential Treatment (Short Term)

Special mention should be made regarding two crisis or run-away houses in the county. They are Bill Wilson House in San Jose and Casa S.A.Y. in Mountain View. They were interviewed under the category of group homes because they are licensed as such. However, there are some important distinctions which need to be mentioned.

These homes are licensed as group homes by the State Department of Health. They can take up to six minors from ages twelve through seventeen. However, these youths may stay from two weeks at Bill Wilson House to two months at Casa S.A.Y. These programs are federally funded by the Law Enforcement Assistance Administration. One of the primary purposes of this type of grant is to keep youth out of the juvenile justice system. The programs mentioned above do that.

A youth does not have to be referred by Probation or the Department of Social Services in order to receive temporary housing. The youth might be self-referred, through the school, or a counselor. However, parental consent is necessary. Both of these programs require that the parents work with the staff and their son or daughter in counseling. The emphasis is on reunifying the family. This also gives the family a respite from a potentially explosive situation. During the youth's stay he or she receives counseling and is put on a structured schedule similar to that in long term group homes.

These services are free. The problems with this type of service vary. Sometimes both homes are full. Also, there are situations where the youth may need long term housing after receiving treatment in the short term home. In this case, the youth may be referred to the county for placement, which can take longer than he is allowed to stay in a short term residential treatment home.

Community Based Social Service Agencies

We interviewed representatives from four different kinds of community based social agencies. These groups were:

Counseling services

Crisis services

Special services: developmentally disabled
emotionally disturbed
neurologically handicapped

Residential Treatment: Long term and short term
(See Group Home and Existing Services reports)

A representative sample of service providers (See Appendix C, #2 for a list of agencies) from these four kinds of services was selected from North Santa Clara County. We gathered information concerning services available to adolescents in North Santa Clara County and services needed by youth in our community.

The services offered by agencies in the counseling services category range from individual counseling to family or group therapy. Group therapy for adolescents and communications skills groups for parents are provided by some of the agencies. Special workshops on divorce, assertiveness training and single parenting are also available.

The crisis services available to adolescents and their families in North Santa Clara County range from emergency family intervention to support for the victims of sexual assault. There are mobile units available to rush to the scene of a family dispute, and hot lines providing crisis services for a variety of emergencies.

There are special services available to adolescents who are developmentally disabled. These services include recreational programs, educational programs, and training for general self-help skills. Also, limited respite housing is available.

There are also special services for adolescents who need day care and are severely or moderately disturbed. Diagnostic and treatment services are also available.

The additional services needed by the adolescents seen by these groups were:

group therapy

respite and residential care

housing for un-wed mothers

housing for developmentally disabled

foster homes for all youth

drug abuse programs

a multi-service drop-in center for youth

vocational training for developmentally disabled youth

living skills training for all youth

We also asked these agencies to complete the needs ranking questionnaire. The most significant findings in the results of the data are ranked below: (See Appendix A, #14 for details.)

Most Common Needs

1. Learning how to get along with others
2. Having someone to talk to about personal concerns
3. Finding a place to stay if he or she has to leave home (temporarily or permanently)
4. Having a rap center where teenagers could drop in and talk about problems
5. Sex education and contraceptive information

Most Serious Needs

1. Having someone to talk to about personal concerns
2. Having a rap center where teenagers could drop in and talk about problems
3. Sex education and contraceptive information
4. Learning how to get along with others
5. Finding a place to stay if he or she has to leave home (temporarily or permanently)

County and State Agencies

Palo Alto Office of Santa Clara County Probation

The Palo Alto office of Santa Clara County Probation deals with adolescents who have committed an offense in the Palo Alto area. Once a court order has been issued, the probation department carries out the order. In addition, there are special units within the department which provide educational and delinquency prevention programs. Also, there is the placement unit which is responsible for finding housing for teenagers in foster homes, group homes, and other residential facilities.

The placement unit of probation places between five and ten youths per month in alternative housing. These institutional placements are determined by the judge of juvenile court. More teenage boys come through placement than girls. Many of the youths who end up in placement come from homes where they have been battered, abused, or neglected.

The diversion services offered by the Palo Alto Office of Santa Clara County Probation handle first-time offenders for minor offenses such as petty theft and trespassing. This unit also goes out to the public schools for speaking engagements and presentations.

The teens that come through this program range from eight years old to eighteen. Most of the youths are male; however, they have seen a 400% increase in female cases over the past year. They handled approximately forty-two cases per month from the Palo Alto area, with a success rate of eighty-seven percent. (Success is defined as preventing the teen from further involvement in the juvenile justice system.)

The needed services identified by the Palo Alto Probation unit were:

Vocational training

Parent effectiveness training

Basic living skills training

Outward Bound Programs

Residential Treatment programs for severely disturbed and assaultive youths

Transition house for youths between the group home stage and emancipation

Palo Alto Police, Juvenile Division

The Palo Alto Police Department's Juvenile Division sees approximately forty youths per month. The ratio of males to females is fairly equal. The most common offenses committed by these youths are: burglary, breaking and entering, petty theft, and being beyond the control of their parents.

The Juvenile Division of the Palo Alto Police Department has two officers and a social worker (M.W.S.). They answer many types of calls from theft and burglary to family crisis situations. The social worker provides on-the-scene counseling and helps resolve family conflicts. Most of the calls that this unit answers are in regard to runaway teenagers or youths that are beyind the control of their parents or guardian.

The juvenile unit also works closely with the local probation officers. The juvenile officers often refer youths to delinquency prevention programs such as drug abuse and alcohol treatment and preventive instruction for shop-lifters.

Results of the Needs Ranking Survey

The most common needs of teenagers in Palo Alto (unranked) were:

Housing - short and long term

Counseling

In-Home Therapy

Recreational Activities

The most serious needs (unranked) were:

On the Job Training

Short term and long term housing

Living Skills Training

In-Home Therapy

Counseling

Drug Information

County Agencies

We interviewed several people in the county for this survey. Each of the employees interviewed expressed that the information that they gave us was their individual opinion and not necessarily the official viewpoint of the county.

The Department of Social Services provides a variety of services. We examined the placement unit, foster care, and protective services for battered and abused children.

The County facility where children can stay while awaiting placement is called the Shelter. The Shelter is an unlocked facility where youth are free to leave if they choose to do so. Counselors staff the facility 24 hours a day. Teenagers and other youth may stay there for extended periods of time.

Placement Unit. The Placement Unit of the Department of Social Services is responsible for finding group homes or residential facilities for youth who have been made dependents of the court and are classified as 300s.

The Placement Unit also makes voluntary placements. This is a situation where parents want the child placed; however, the parent still has legal custody over the child. At this time Santa Clara County is still taking voluntary placements. (San Francisco County has discontinued this service, due to cuts caused by Proposition 13.)

In order to place a child with the Department of Social Services, it is necessary that the parents live in the county, and they must agree to work with a social worker. Parents are assessed on their ability to pay by the District Attorney's Office after a child is placed. (This happens even if the child is declared a ward of the court.)

The average wait for a placement for a youth is between six and eight weeks. There are approximately two hundred children in placement at this time. Five to ten placements are made a month. Not all of these youths are adolescents. Each placement worker is responsible for 35 or more children.

Out of the two hundred children in placement, half or more remain in the county. The average length of time spent in placement varies from six months to a year or more.

Some of the most common reasons for placement of youth are due to acting out behavior, communication problems between parent and teen, and problems that the parent is having in his or her life.

A variety of needs were identified in respect to adolescents: living skills training (budgeting, cooking, cleaning), vocational training, housing and small family group homes. Finding a long term placement where an adolescent may stay for four or five years is also a big need for teenagers who are fourteen years of age and not able to return home.

Foster Care Unit. The Foster Care Unit is also concerned with finding homes for youth. They may refer a child to the placement unit if they cannot find a foster home. This is often the case with teenagers due to the lack of foster homes available for adolescents.

There are approximately 1300 children in foster homes. Fifty percent of these children are teenagers. Finding enough foster homes is a continuous problem. There may be forty-five to sixty children awaiting placement at any one time.

Most of the foster care homes are located in the central and southern parts of the county. The children that are placed in these homes are usually from those sections of the county also. The county tries to keep the youth within his or her own community.

The North County area has the lowest number of foster homes in the county. In the Palo Alto area there are sixteen homes. Two of these homes are group foster homes for teenagers. Recruiting foster homes in the North County area continues to be a problem. This is partly because there is presently only one foster home recruiter for the entire county, whereas other counties have up to four recruiters.

Teenagers may be placed in an individual home with a single parent or a family. They may also be placed in a foster group home where the foster parents are paid a special rate in addition to board and care.

Another type of home is the therapeutic home for children who have special emotional problems. Foster parents must have special training and expertise.

The Foster Care Unit also has a special emergency home program where they have up to 35 bed spaces available in various facilities or homes for crisis or short term placement.

The main criteria for being a foster parent are stability and experience with children. The County provides regular orientation sessions for interested parties. The entire licensing process takes about ninety days. Foster parents must go through fingerprinting and a TB test clearance.

Some of the most serious needs identified in respect to adolescents were: finding more homes for teenagers, foster group homes, and finding homes for children with special problems.

Other needs identified by the foster care unit were special school programs, career programs, family reunification services, sex and drug programs, living skills training, vocational training and job hunting strategies. The most immediate need for teenagers seen by the foster care unit is housing.

Protective Services. Protective Services of North County is located in the city of Mountain View. Services provided are counseling for families and individuals, respite services for young children, and a homemaker service, where a homemaker is sent to the home to help with daily living chores such as the laundry or house clearning. Protective Services' main function is to aid

children that are being abused and neglected by their parents. Few adolescents are seen by this county agency. They primarily serve preschool and young children.

There are social workers from Protective Services in the Palo Alto area schools. (These contracts are funded for next year, but are due to be cut after that because of Proposition 13.) Some of these social workers see teenagers in need of housing and counseling.

The most frequent problems that adolescents have, according to Protective Services, are: acting out behavior, family conflict, and drug usage. The most immediate and greatest need for teenagers according to this unit is housing. There are not enough homes or facilities to place teenagers in.

Other needs identified were: crisis homes that could take teenagers immediately, long and short term foster care homes, and group homes for semi-independent living.

Another more common area of need is having a place where teenagers could drop in and talk to counselors or other teens about the problems they are experiencing.

COMMUNITY MEMBERS

In the community survey, we asked a random sample of parents who have teenagers in Palo Alto high schools about the needs of the teenagers they know. The research instrument used was a questionnaire, and the method of data collection was by mail. (Please see methodology section for details.) This is a report on the findings of the results of a return of 40 surveys from a total of 80.

Basically, we asked two sets of questions:

1. How serious and how common are these 16 needs among the teenagers you know?

2. What services are needed for adolescents in your community which are not currently available?

The data analysis for the first group of questions revealed the following ranking of needs. These are considered the five most common needs of teenagers by our sample of parents of Palo Alto teens: (unranked)

On-the-job training

How to find a job

Learning how to get along with others

Learning to live on their own

Picking and planning a career

The following is a list of the needs which parents consider the most serious among the teenagers they know:

How to find a job

Learning how to get along with others

Learning to live on their own

Picking and planning a career

On-the-job training

Improving reading and writing

For a detailed statistical breakdown of the data, please see Appendix A, #13.

The second question asked was regarding adolescent services needed in our community. The overwhelming majority (68%) of parents who responded to our questionnaire expressed the need for a centralized information and drop-in center for teenagers. This would theoretically encompass recreational activities, counseling services, as well as informational services. The current concentration of services (according to parents) seems to be for "problem adolescents." What is needed is a place for all teens to go where they won't be stigmatized, but where they can seek help, be it career counseling or personal counseling. This way they would also get maximum exposure to other youths in a relaxed situation.

There were other suggestions made by parents. One was the need for a more organized method of getting the teens involved in the community and government agencies. Riding along with police or maybe even firemen was suggested. The parents in our sample said teens in Palo Alto need to see what it is like being included on the inside so that it is not "they against us." This community involvement could be extended to areas such as theater and arts through local fairs. In this way they might get a chance for improving adult-adolescent understanding while working together for a common goal. As one mother put it, "Nothing tames a rebel more than a delegation of responsibility."

One more area in which teens seem to need services is a more organized Big Brother/Sister program. Loneliness is a common problem which can be alleviated by these programs. Currently Santa Clara County and Stanford provide this service to problem adolescents. Parents feel there is a need for teenagers with less serious problems for such a program.

In conclusion, parents felt that a large drop-in center which provides recreation information and referral, counseling and special educational programs is the most immediate and all-encompassing need identified. This service would provide the cohesion and stability that the local teens need, as well as a place from which to disseminate information to the entire community.

SUMMARY OF FINDINGS

The findings from the data collected using the needs ranking form gave us two kinds of information. They revealed the most common needs of Palo Alto

area teenagers, and their most serious needs. The data was collected from Palo Alto high school counselors, Palo Alto high school students, group homes in Santa Clara County, community based social service agencies and parents of Palo Alto high school students. In previous sections of this report, the findings have been stated for each of these groups. In this section, the unweighted mean was calculated for each item on the needs-ranking form; in this calculation, the percent of persons in agreement (as to the seriousness or prevalence of each need) was summed across all five groups and divided by five to render an average of the five percentages (see Appendix A #15 for details). It is important to note that one group is not given more weight than any others in this computation. Thus, students are equal to community based social service agencies in the weight of their opinions, for example. The reader is referred to previous sections of the report for data on individual groups.

Those items whose unweighted mean was 40% or above are ranked below.

Most Serious Needs:

A different kind of school program (alternative school)

Picking and planning a career

How to find a job

Finding a place to stay if they have to leave home (termporary or permanent)

Learning to live on their own

Someone to talk to about personal concerns

Improving reading and writing

Drug information

Sex education and contraceptive information

Learning how to get along with others

Most Common Needs:

Learning how to get along with others

Learning how to live on their own

Someone to talk to about personal concerns

In addition to the data collected from the needs ranking form, we have summarized other significant findings from the interviews of the five groups mentioned above. While this data is not statistical, there are several important trends noted in the opinions of our interviewees.

The most urgently needed service revealed through the interviews was foster care. Foster respite services in this county are the Emergency Treatment Center (ETC), and the County of Santa Clara Shelter, Foster Home program, and Probation's foster homes and emergency homes. Only one foster home in the Palo Alto area is licensed with ETC. Also, ETC stated that most of their phone calls come from Mountain View and the Western end of the County.

We also interviewed a representative of the Family Service Association of the Midpeninsula who told us about their former foster care program. There is still a need for the service, according to Family Service, but they do not have the staff to provide the service at this time.

We attended a special meeting aimed at informing church members about foster care in hopes of finding foster parents. Gretchen Emmons of PAASC arranged the meeting. Carol Prussia, the former foster parent recruiter, was there from the county's foster home program, and Nancy Gordon from ETC also attended. Both ETC and the County stressed the ever-increasing need for foster care in North Santa Clara County at this public [illegible]n. Intensive efforts and various approaches have been tried in recruiting [illegible]oster homes by the agencies attending the meeting, without much success.

Mayfield Continuation School in Palo Alto has seen at least twelve youths in the past year in need of short term housing. These adolescents ended up sleeping in cars, at friends' or relatives' houses. They were able to vent their problems to the faculty and staff, but no family intervention occurred.

The three special problems counselors in the Palo Alto Unified School District have seen approximately 120 teens in need of short-term, low-cost alternative housing during the academic year September, 1977 through June, 1978. Very few of these adolescents were placed in foster homes and the majority ended up on their own, or at a friend's or relative's house.

Other significant findings in the results of the interviews were the need for:

Instruction in human relations and communications for teens

Recreational facilities and programs for teens

A community liaison to work with schools doing social services outreach and education

Parent education in communications and parent effectiveness

Big Brother/Sister program

Alternative housing for un-wed mothers

Psychiatric group home for severely disturbed adolescents

Group home for developmentally disabled teens

Transition house for youth between the group home and emancipation

Centralized informational/recreational and guidance drop-in center for teens

Community involvement projects for youth

Employment development for youth

ANALYSIS OF EXISTING SERVICES

The needs listed on the needs-ranking questionnaire provide a useful format for discussing the effectiveness and availability of existing services to meet the needs of adolescents in Palo Alto. The most common and/or serious needs identified across the six groups interviewed were: (Unranked)

How to find a job

Learning to live on their own

Having someone to talk to about personal concerns

Sex education and contraceptive information

Learning how to get along with others

Picking and planning a career

Finding a place to stay if they have to leave home for a short time or permanently

Having a rap center where youth could drop in to talk about problems

On-the-job training

Improving reading and writing

A different kind of school program

Drug information

While it is difficult to estimate how much these needs are met adequately, a close look at existing programs designed to serve these needs is helpful.

How to Find a Job

Palo Alto high school students who need to know how to find a job have several alternative resources. They could find assistance through the high school career guidance office. Students may not recognize the value of these services, and therefore not take full advantage of them.

The Youth Employment Service in Palo Alto and the Stanford Youth Employment Program also have some services available S.P.E.D.Y., a federally funded summer work program is designed to place teens in temporary jobs, and is used by many students needing employment. In addition, some local corporations and industries provide special job programs, but do not give training in job hunting strategies. Most of the programs mentioned above offer only a few jobs due to age limitations. Many are menial, temporary jobs.

It is important to note that the need demonstrated was <u>how</u> to find a job, but the goal of most or all of the services available is to relieve the immediate need for employment through placement. Training workshops on job hunting strategies are not generally available to everyone in the community.

Learning How to Live on Their Own

Palo Alto teens can receive class instruction in family living classes, business law and singles living classes. These classes are electives and

therefore only a small percentage of students take advantage of this training opportunity. It is important to note that because these classes are electives, they are the first to go in a budget cut.

Having Someone to Talk to About Personal Concerns

The Palo Alto teen who needs to talk to someone about personal concerns also has several alternatives. Some of the teenagers we talked to said they would first seek out an older friend, then a concerned adult, if they wanted to talk about personal problems. Then they might see the special problems counselor in their school or some other professional counseling service. These professional counseling services available to teenagers are: Family Service Association, Emergency Treatment Center, Parental Stress Hotline, Childrens Health Council, and Stanford's Outpatient Psychiatric Unit.

Sex Education and Contraceptive Information

There are a few sources of information on contraception and sex education. In school the students are given some information which they generally consider inadequate. They can also seek the advice of their special problems counselor. In the community there are Our Health Center, Planned Parenthood and the Santa Clara Public Health Department. These services offer pregnancy and abortion counseling, and confidentiality is guaranteed. Planned Parenthood conducts special workshops and is currently conducting some classes within the schools. Special problems counselors also told us that they see quite a few pregnant teens each year.

Learning How to Get Along with Others

The Palo Alto Unified School District offers some training in communications skills and inter-personal relationships through human relations classes and peer-counseling. Also, some psychology classes provide this instruction. However, the services available are still not adequate, as representatives from Palo Alto Unified School District stated that more services in this area are needed. In addition, occasional workshops are offered by Family Service Association on divorce and communications.

Picking and Planning a Career

Palo Alto high schools have career planning centers within schools. This would seem to be the best resource for students. In the Palo Alto community the YWCA has an outreach program that goes out to a few of the schools in the area with job skills and career information. Also, the Youth Employment Service (YES) is currently planning to offer career workshops for youth.

Finding a Place to Stay if They Have to Leave Home for a Short Time

The existing services which meet this need are the Emergency Treatment Center, which provides temporary housing to clients meeting ETC's criteria. According to ETC, they only have one foster home available in Palo Alto. However, they can license foster homes as the need arises if the client can await licensure.

Wilson House and Casa S.A.Y. are runaway houses which provide shelter for two weeks to two months, as well as family and individual counseling. Parental consent is needed for placement in all of these programs, and families must participate in counseling. Casa S.A.Y. serves North Santa Clara County and is located in Mountain View. Wilson House is in San Jose and serves South Santa Clara County.

The limitations of these programs for Palo Alto youth are that they are not located in this community. For example, ETC only has one foster home in Palo Alto; Casa S.A.Y. is located in Mountain View; and Wilson House is in San Jose. Also, these services are all aimed at reunification of the family, and thus cannot serve the adolescent whose parents are either not available or are uncooperative.

Finding a Place to Stay if They Have to Leave Home Permanently

Palo Alto has three licensed group homes in the community: Caravan House, Sunporch, and Transition House. (Learning House was functioning until recently.)

Unfortunately, these homes cannot take youth in immediate need. These youths must come through the placement unit of the Department of Social Services or Probation, so only a limited number can be served. Therefore, local placement agencies are rarely able to place these youths in group homes in their own community.

The Probation Department and Social Services both expressed the need to find homes that would take more disturbed and assaultive adolescents. Group homes, on the other hand, do not want to have these youths in their programs. Probation, Department of Social Services, and group home directors would like to see a facility which provides acute psychiatric care for seriously disturbed adolescents.

The Santa Clara County Department of Social Services does have a few long term foster homes in the North County area, but there is a shortage. Not enough homes are willing to take adolescents.

Having a Rap Center

There is currently no such service available to Palo Alto area teens. This need was expressed by parents of Palo Alto high school students, community based social service agencies and County and State agencies. The services that could be offered by such a program would ideally combine educational workshops, recreational programs and counseling services.

On-the-job Training

There are currently two programs providing on-the-job training for Palo Alto area teenagers. The work experience program is for Juniors and Seniors in high school who are working for pay in a job. They are supervised by an instructor who leads seminars on the work experience and provides individual instruction. The North County Regional Occupational Program (ROP) has a variety of classes set up throughout Palo Alto Unified School District. These

courses are electives and are located in the schools and on job sites. The goal of the program is primarily to provide job entry skills to teenagers; however, placement assistance is available.

Improving Reading and Writing

The Palo Alto area teenagers in need of improving their reading and writing skills should first turn to the school programs available. There appear to be no community agencies providing this service.

A Different Kind of School Program

There are several alternative school programs offerred to the Palo Alto high school student. At Cubberley High School and Palo Alto High School, the alternative schools are places where students and teachers pursue learning together in a trusting environment. The pace is set by the student. Students can spend as much time in the school setting as they desire. These two programs serve students in grades 9 - 12 with parental consent.

The exploratory experience programs provide off-campus job placement in the student's field of interest. The program has been in existence for ten years. A large percentage of students who attend Palo Alto Unified School District go through this program at some point in their high school career. Several city organizations, social service agencies and industries provide placements for the program.

Drug Information

There are several services providing drug information to Palo Alto area youth. At the Drug Abuse Coordination Commission in Palo Alto, services are free to teachers, parents and teens. Their services range from giving information over the telephone, to assisting the school districts and community groups in developing drug abuse information programs. Also, many counseling services such as Catholic Social Services of Santa Clara County in Mountain View offer informational services to high schools and individuals.

In addition to the services discussed above, some agencies provide a variety of services on an individual basis. The programs discussed in each need-area are designed specifically for the need they are serving.

Based upon this analysis, the following needs are identified as un-met or not adequately met by existing services for adolescents:

How to find a job

Learning to live on their own (i.e., saving money, finding an apartment

Learning how to get along with others

Picking and planning a career

Finding a place to stay if they have to leave home for a short time

Having a rap center where they could just drop in and talk about problems

OTHER STUDIES

In order to better understand and plan for the needs of adolescents in our community, four other studies relevant to the needs of North Santa Clara County adolescents were consulted. The four were:

AB 3121 Project

County Executive's Office Report

Social Services Committee Report

Youth Involvement Needs Survey

AB 3121 Project Report

The first relevant recent study consulted was the Santa Clara County Project 3121 Relative to the Deinstitutionalization of Status Offenders, Final Report, by Robert T. Hirano and others (County of Santa Clara, May 1978). The Santa Clara County Child and Adolescent Advisory Commission was the advisory body for the project.

This study deals with just one segment of the population of troubled youth--the 601 or status offender. 601's are youth who have committed offenses which are not crimes for adults, and include runaways, truants, incorrigibles, and similar categories. Excluded from this category are abused or neglected minors (300's) and 602's, minors who have committed criminal offenses from hitchhiking to murder.

The legislation titled AB 3121 took effect in January 1977. One of its provisions prohibited the keeping of 601's in locked facilities. This precipitated changes in handling 601's in Santa Clara County, and resulted in the above report.

Some items in the 3121 report which are relevant to the present study are:

- In 1977 Juvenile Probation Department (JPD) handled 13 601 cases from the Palo Alto area. (27)*
- In 1977 Emergency Treatment Center (ETC), under contract to the county as a 601 crisis intervention agency, accepted 34 cases from the Palo Alto area. (6,121) Based on ETC's overall case acceptance figures, approximately 14 more from this area called and were not treated as crisis cases. (31,32)
- In a survey of service providers throughout Santa Clara County, 49 out of 60 agencies indicated a need for residential programs of various kinds. Recreation, employment, and alternative education were also high on the list of needs. (55-57)

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*Numbers in parentheses refer to page numbers in the 3121 report.

- These service providers also expressed the general view that programs and services should be better co-ordinated, more visible, readily available, and provided locally. (54)

The report recommends a unified program for 601's in Santa Clara County. This includes contracts with community-based organizations for counseling, crisis intervention and resolution, and residential placement. (ii, iii)

An especially important point made in the report is the need for coordination among youth-serving agencies in order to avoid duplication and gaps in service as well as to provide appropriate referrals and information service. (16)

County Executive's Office Report

Children and Adolescents in Santa Clara County 1977-78 was published as a draft issue paper by the County of Santa Clara. The issue paper's major focus was on substance (drug) abuse and unplanned pregnancy.

The preliminary problem identified by this study was the basic one of how to ensure more effective services to clients. The vehicle for ensuring more effective services was seen as better management of the program elements and the system actors. Thus, change in the system's effects on children and adolescents might be accomplished through change in leadership factors, management factors or service delivery styles.

Social Services Committee Report - Santa Clara County

The final report published by the Social Services Committee is on the Grand Jury investigation of the Child Support System, Foster Care of the Department of Social Services, and the Emergency Treatment Centers.

The committee's report on foster care,

> . . .interviewed personnel in charge of Foster Care in the Department of Social Services and learned that there is a great need in the county for homes for children where they will be welcome and have a family who cares. They desperately need love, supervision and family experiences with children and adults. These children have been abused, abandoned or neglected. Some are babies and some teenagers. Many times they must wait in county institutions or unsuitable homes for a long period of time because there are not enough people who are willing to learn and develop the extra skills necessary to meet effectively the specialized needs of foster children.

The Grand Jury investigation recommended that,

> At least two more recruiters should be employed by the Department of Social Services. At present, there is only one recruiter in the county, and one recruiter cannot possibly extract

from the community the number of families needed. Other Bay Area counties have placed a higher priority on recruitment, and employ two, three or five recruiters.

Youth Involvement Needs Survey

The fourth study of interest to the present report was conducted by the Youth Involvement Tast Force (YITF) of the Palo Alto Human Relations Commission under the direction of Dr. Richard Carey. That study was designed to address the effectiveness of existing and potential input mechanisms for youth to make their views known and counted to city government. The YITF study also reveals certain needs of teenagers. For example, the two greatest needs are:

1. information about summer work opportunities for youth in the community
2. information about full time employment for youth in the community

Other areas that students felt were most important for youth involvement included energy conservation, clearing up the environment and involvement in decisions about opportunities for youth.

Two statements received overwhelming agreement from this sample of students:

- There are issues and problems that affect young people that the city government can influence. (90% agreement)
- A better way is needed for young people to make their views known to city government. (76% agreement)

PART TWO - PROGRAM FEASIBILITY STUDY

ANALYSIS OF FIVE PROGRAMS

The Board of Directors of the Palo Alto Adolescent Services Corporation was interested in finding out about the unmet needs for adolescents in the Palo Alto area. They had heard about a variety of needs in regard to teenagers and therefore requested that we examine five program areas plus any others that we might discover in the research process. These five program areas were: a group home for developmentally disabled adolescents, foster care programs, independent living training, after care, and in-home therapy programs. We interviewed representatives from each of these five areas and examined the feasibility of each program.

Group Home for Developmentally Disabled

This program would meet the need for long term alternative housing for developmentally disabled adolescents. We did not find any group homes specifically for this type of adolescent. However, respite care or short term alternative housing is available through the Community Association for the Retarded (CAR). Other services for the developmentally disabled are available through the regional center Loma Prieta, state facilities, CAR, and the Children's Health Council.

According to a representative in the Facilities Licensing Section of the Department of Health, a group home for developmentally disabled youths is licensable under the group home regulations code. This type of facility would require a staff with expertise in the area of learning disabilities and mental and emotional handicaps. This service would reach a very special segment of the adolescent population.

We also talked to the director of the Community Association for the Retarded. He felt that there is a need for such a service in the North County area, even though there are mental hygiene houses operated by the Department of Health which serve developmentally disabled teenagers and adults.

We also talked with an employee from the Probation Department in the placement unit. It was this individual's opinion that a group home for developmentally disabled (DD) teenagers was needed in the county. At present, teenagers that are emotionally or developmentally disabled who commit offenses are sent to state operated facilities outside of the county.

In addition, the supervisor of placement services at Loma Prieta stated that a group home for developmentally disabled teenagers was needed in the county of Santa Clara. No group home for DD teens exists in this county. Furthermore, at the time of the interview, there were fourteen youths waiting for placement. This supervisor had to refer these youths out of the county. The supervisor also stressed that in order to run a program like this, knowledge

and credibility in this field were necessary. He suggested a behavior modification and developmental approach in running this type of group home.

This is a pressing need in the county, but requires a great deal of expertise in working with the developmentally disabled.

Independent Living

There are many definitions that are currently being used for independent living training. The model that we explored involved a cluster of three or four apartments in one building with counselors living in one apartment and teenagers in the other.

According to a representative from the Facilities Licensing Section, State Department of Health, the issue of supervision is a highly problematic area. The only way these homes can be licensed is under group home regulations. Therefore, existing programs are in conflict with licensing regulations. There is no known category for this type of program under state licensing regulations.

Furthermore, having adjoining apartments where the counselor is not living with the teens is not feasible. On-site supervision means in the same home. We asked if a four-plex with an intercom system would qualify; the answer was no.

We also interviewed a group home director who attempted to set up an independent living program like the model described above. Each month the licensing worker came in with a new stipulation until the program disbanded.

This group home director retained a lawyer and went to Sacramento in an attempt to find out about changing legislation. His efforts were not successful.

Another model for independent living is with young adults between the ages of eighteen and twenty one. No license is required for a facility like this. A representative from the Satellite Program of Miramonte was interviewed. Miramonte has three homes all run by residents. No staff members live at the houses, but they are available if needed. Most of the residents are in their middle twenties and come through the residential treatment programs at Miramonte. The residents involved in this program have usually been hospitalized and have been diagnosed as severely disturbed.

There are several group homes in Santa Clara County that have elements of independent living training. That is, they teach the residents how to manage money, and cook, and help the residents find jobs. However, these teenagers are still living in a group home setting with 24-hour supervision. Under present regulations, independent living would not be feasible until new licensing legislation can be passed.

Senate Bill 30 In-Home Therapy

Senate Bill 30 is based on the Family Protection Act, which is designed to keep families united through crisis situations, and to reunite families after crisis intervention. Thus, in this model the goal becomes keeping children

out of foster homes or other types of respite care through In-Home Therapy education. There are two counties currently being funded as a pilot project, Shasta and San Mateo counties.

We interviewed one of the coordinators of the project in San Mateo. We were told that SB-30 funds are only available to the two pilot project counties. Furthermore, there will not be any additional SB-30 funds available for at least three years when the evaluation is complete.

Family Service of San Mateo is the only agency in San Mateo county that has been granted SB-30 funds in order to serve the adolescent population. In the future, other agencies in San Mateo County will be eligible for submitting bids to the county for social service contracts for SB-30 funds.

We asked about the need for In-Home Therapy in Santa Clara County, even though SB-30 funding is not available at present. Having a counselor come into a family's home was not considered a very important need or a most common need by many of the groups interviewed. This may be due to the overriding philosophy which states that it is more important to let the family cool off apart than to send in another person to mediate.

Two out of three Special Problems Counselors agreed that having a counselor come into one's home to help with a family crisis was a most serious need of the students they see, but the sentiment among the students was that it was not a very important need at all.

The existing services in Santa Clara County which offer some form of in-home therapy or family intervention and reunification services are the Emergency Treatment Center (ETC), Family Service Association and Learning House. ETC offers a mobile crisis intervention unit and respite foster care. Family Service offers long and short term therapy. Learning House offers a broad range of counseling services as well as follow-up care to families whose children have been in residential treatment facilities. In addition, Casa S.A.Y. offers counseling and family reunification services along with temporary housing for two to eight weeks. The Palo Alto Police Department also has a licensed social worker who helps out in family crisis situations and works closely with the juvenile unit of the department.

In-home therapy is still being tested. When the results of the SB-30 project are known then more projects may be implemented or tried in Santa Clara County as well.

Aftercare for Group Home Residents

Aftercare programs are designed to make the transition between residential treatment center and home a smooth one. The service provided is that of a field social worker. The Aftercare worker is a therapist, an advocate, and a liaison person.

We interviewed a former probation officer of the Santa Clara County who instituted an aftercare program for the Sisters of the Good Shepherd in San Francisco. This program involved social workers in various counties who assisted adolescents in making the transition between home and the institution.

Another example of aftercare can be seen at Learning House. The main elements of the program are: family therapy, teaching a process for problem solving, and establishing contact between family and the communities' resources.

Palo Alto group homes did not find additional services in this area as important as other needs. Most group homes have informal aftercare services. They keep in touch with the former resident on an as-needed basis. The need for additional services of this kind was not conclusively established.

Foster Care

In researching this program area we interviewed a representative from Family Service in San Mateo. They have a program for youths from age ten to seventeen years old who are in need of short term or temporary housing from a few days to a month. Their program provides intensive therapy and intervention with the youth and the family. Parental consent is needed for placement in the program, which is partially funded by monies from the Senate Bill 30 pilot project (SB30).

Foster respite services in Santa Clara County are the Emergency Treatment Center (ETC), and the County Foster Home program. Finding homes in the Palo Alto area has been a problem. ETC has only one home in Palo Alto.

We also interviewed the director of Family Service Association in Palo Alto. He told us about the former foster care program for teenagers. This program unfortunately ended due to a lack of staff. During the operation of this program, 21 homes were licensed and operating on a short term basis for teenagers in need of short term or crisis housing.

We attended a special meeting aimed at finding foster parents in the Palo Alto area. Representatives from the foster home recruiting unit for the county, ETC, and PAASC attended. Both ETC and the county stressed the ever-increasing need for foster care. Approximately 50% of the 600 homes in the county are licensed for adolescents. Sixteen homes are licensed in Palo Alto, of which two are group foster homes. There is no precise breakdown on how many Palo Alto homes are licensed for teenagers. However, most families prefer to take younger children. More foster homes are needed in the North County area. In the past, intensive efforts to recruit foster homes have met with little success.

The need for short term housing for adolescents was also substantiated by the special problems counselors as well as the academic counselors in Palo Alto high schools. (See High School report for details.)

At present, foster care is both the most needed and most feasible of the five program ideas for Palo Alto Adolescent Services Corporation.

A PROPOSED PROGRAM MODEL BASED ON PRELIMINARY FINDINGS

Based upon the results of our needs assessment survey, we developed a model program for our feasibility study. The most significant un-met needs identified were: finding a place to stay if a teen has to leave home for a short time or a long time, picking and planning a career, learning how to find a job, learning how to live on his/her own, and learning how to get along with others.

The most feasible and effective way of meeting the most serious need of finding a place to stay if a teen has to leave home is through the development of a foster home network. Our model program (based in part on the San Francisco JACKIE model) would provide support services to a network of existing agencies already offering foster care services. Those support services proposed are: recruitment and screening of foster parents, interagency coordination, on-going support and training workshops for youths and parents.

In order to meet the other most common or serious needs of teens in the North Santa Clara County area, this model program will offer classes in living skills training, effective communication, job hunting strategies, career planning and values clarification. Special classes in parent effectiveness training and communications will also be available. This program and its modifications are referred to as O.U.R. K.I.D. O.U.R. K.I.D. stands for Organizations Uniting Resources for Kids in Distress. It is dedicated to a philosophy of bringing agencies together in an effort to help youth in need.

In order to carry out the proposed program we have designed four positions.

1. An MSW or MFCC person serving as the trainer of foster parents. This person supervises the program and serves as a liaison to regular staff counselors. This position is a consultant to foster parents after the training workshops and ongoing in-service training.

2. Community Worker. This position is mainly to do outreach, publicity, media contact, and community education concerning our services and other community resources. This person will be in touch with the schools, police, and other agencies. This person is the main developer of pipelines for referrals to the workshops and does the recruiting of foster parents.

3. Workshop Leaders. Two positions for workshop leaders who develop and conduct pilot classes on the following subjects:
   a. Parent Effectiveness Training
   b. Job Hunting Strategies
   c. Picking and Planning a Career and Values Clarification
   d. Basic Living Skills Training
   e. Communications and inter-personal relationship workshops with adolescents and parents

FUNDING

In the proposed program model the first component is the foster care coordination. Palo Alto Adolescent Services would recruit, orient, and screen possible foster parents for agencies already providing foster care services. In turn, the foster care agencies would conduct the home study, do the intake, place and supervise children placed in their foster homes.

The second part of the proposed program model involves developing groups and workshops for teenagers and parents. In addition, community outreach and coordination is necessary in order to implement these programs and to inform the community about these and other services available for teenagers.

There are a variety of sources that need to be examined in order to obtain monies for a project of this nature. They are: federal, state, county, city, foundations, corporations, and fees for services.

Sources of Funding

City. A local funding source that might support the foster care project is the city of Palo Alto. It is difficult to say how much money will be available for community services due to the effects of Proposition 13. At this time, priorities are being determined by the City Council's Finance and Public Works Committee.

County. In Santa Clara County there may be some AB 90 funds available starting in February. This money is being appropriated through the state. The county board of supervisors is also meeting to determine their direction and priority concerning community based social services.

State. State funding is possible. Some mental health grants are made through the State Department of Mental Health. Sometimes at the end of the fiscal year the state has monies left over--between $3000 and $5000 per project. This is a good quick source of funding.

Federal. Grants at any level are usually given to funding new projects. On-going funding is difficult to find. When applying to a federal or state agency, it is important to contact the local or regional office of that agency to find out their criteria for funding and to involve them in the planning process.

The foster care project, according to local federal and state agencies, is not a new idea and therefore would probably not be funded by a federal or state agency. Monies are already being spent on the federal and state level for foster care through Title XX funds.

The federal and state agencies are looking for projects that are new and innovative, particularly projects of regional or national significance. Consequently, the foster care project might be funded under a new and unique mode of service delivery. Some of the federal offices that agencies may contact in applying for grants are: the Department of Health, Education and Welfare, the Law Enforcement Assistance Administration, the Office of Human Development, and the National Institute of Mental Health. It is important to write or contact each federal agency to find out the most current trends and regulations.

Local Foundations and Corporations. The most feasible form of funding for this type of project is through a grant from a local foundation or corporation. Corporations might be approached on the taxes they saved from Proposition 13. At the end of this section is a list of local foundations that might be interested in funding a youth or child welfare project. Also included are some resources for federal and state funding.

Fees for Service. Fees are another possible source for funding. Palo Alto Adolescent Service Corporation could contract with a foster care agency and charge a fee for recruiting, orienting, and screening prospective foster parents.

If PAASC became a homefinding agency and licensed its own foster homes, then the agency could contract with the county. The current rates for this kind of arrangement are $80.00 for supervision plus board and care rates for children that are eligible for welfare funds.

Fees could also be charged for running workshops and groups for teenagers and parents.

In the future PAASC may be able to contract with the county for recruiting, orienting, and screening foster parents in the North County area. (In San Francisco J.A.C.K.I.E., the foster home coordinating agency on which this program model is based, contracts with the Department of Social Services under Title XX funds.)

Foundations Funding Youth Projects

(From 1978 edition of "Guide to California Foundations" published by Northern California Foundations Group)

1. Bothin Helping Funds
   215 Market Street Suite 1313
   San Francisco, CA
   (415) 494-0611

2. S.H. Cowell Foundation
   68 Post Street Suite 518
   San Francisco, CA 94104
   (415) 398-5530

3. William Randolph Hearst Foundation
   690 Market Street
   San Francisco, CA 94104
   (415) 781-9418

4. James Irvine Foundation
   Northern California
   One Market Plaza
   Steuart Street Tower, Suite 2035
   San Francisco, CA 94105
   (415) 777-2244

5. Maria Kip Orphanage Foundation
   1055 Taylor Street
   San Francisco, CA 94108
   (415) 673-5015

6. Rosenberg Foundation
   210 Post Street
   San Francisco, CA 94108

7. Morris Stulsaft Foundation
   100 Bush Street, Room 500
   San Francisco, CA 94104
   (415) 986-7117

8. Bechtel Foundation
   50 Beale Street
   San Francisco, CA 94119
   (415) 768-3500

9. Levi Strauss Foundation
   Two Embarcadero Center
   San Francisco, CA 94106
   (415) 544-6579

10. David and Lucile Packard Foundation
    330 Second Street
    Los Altos, CA 94022
    (415) 948-7658

11. San Francisco Foundation
    425 California Street Suite 1602
    San Francisco, CA 94104
    (415) 982-1210

12. George H. Sandy Foundation
    Box 18262
    San Francisco, CA 94118

13. Zellerbach Family Fund
    260 California Street
    San Francisco, CA 94111

14. San Mateo Foundation
    Box 627
    1204 Burlingame, CA 94010
    (415) 342-2477

15. Haas Foundation
    Two Embarcadero Center
    San Francisco, CA 94106
    (415) 544-6575

Resources for Federal Funding

H.E.W. (Health, Education, Welfare) local office
Children's Services, San Francisco, (415) 556-6178

Roger Injayan (general information, technical assistance)
(415) 556-4027

O.H.D. (Office of Human Development)
Lucy Ellison (415) 556-4027

U.S. Office of Juvenile Justice and Delinquency Prevention
633 Indiana Avenue, N.W. Room 442
Washington, D.C. 20531 Jim Gould (202) 376-2211

U.S. Public Health Service
Family Planning
50 United Nations Plaza
San Francisco, CA 94102
James Hauser, Public Health Advisor

N. I. M. H.
5600 Fisher Lane
Rockville, MD. 20857 Room 11-C-09
Dr. M. Fishman (301) 443-3667

Special Programs: Mr. Mary Lystad (301) 443-3533

State

California Youth Authority
4241 Williamsbourgh
Sacramento, CA 95823
(916) 322-3563 Joe Phelan
(AB 90 allocation $50 million to counties)

Juvenile Justice Planning Unit
7171 Bowling Drive (Funds Crises houses)
Sacramento, CA 95823
Donn C. Irving
(916) 492-5703

Program Services Section
State Department of Mental Health
744 P Street
Sacramento, CA
(916) 920-6759
Vern Betourne or Greg Horgen

Resources and Publications

1. "A Guide to the Grant Award Programs of the National Institute of Health," DHEW/NIH. Publication No. (NIH) 76-33 Bethesda, Maryland 20014. Free Contains a description of grant programs available by the various institutes of the Public Health Service

2. LEAA Newsletter (Law Enforcement Assistance Association)
   Public Information Office
   U.S. Department of Justice
   Washington, D.C. 20530

3. "How to Do Business with DHEW (No. OS 75-17)
   Pamphlet listing programs, policies, and guidelines for bid proposals (RFP)

Places That Will Help Write Proposals

1. Management Development Institute
   (415) 626-6220

2. Management Center
   (415) 397-3262

3. San Francisco Study Center
   (415) 626-1650
   (Also offers management workshops for non-profit organizations)

Libraries That Contain Information on Grants

1. Foundation Center Library
   312 Sutter Street
   San Francisco, CA.

2. San Mateo Foundation
   1204 Burlingame Avenue
   San Mateo, CA.

3. Special Services Section, Grants Unit
   744 P Street
   Sacramento, CA. (916) 920-6759
   Grants Library provides assistance in finding funding sources, administers mental health demonstration project grants

COMMUNITY, COUNTY AND STATE AGENCY SUPPORT

We interviewed a variety of agencies in the Palo Alto and North County area. Most of the agencies were very supportive of our foster care project. Palo Alto Adolescent Services (PAASC) would recruit, orient and screen prospective foster parents for foster care agencies. Some of these agencies were: Children's Health Council, Casa S.A.Y., Mountain View Protective Services, Peninsula Children's Center, and Family Service Association of the Mid-Peninsula.

We also interviewed agencies in the county that could benefit from the service now. The Children's Home Society and Catholic Social Services were very interested in this type of project. Both of these agencies are located in San Jose. However, Catholic Social Services does have a branch office in Mountain View and would consider developing homes in the North County area.

Family Service Association of the Mid-Peninsula is interested in working on a mini-pilot project with PAASC. Family Service would contract with PAASC to recruit, orient, and screen prospective foster parents for a few foster homes in which Family Service will license, supervise, and place children.

LICENSING, THE LEGAL CONSIDERATIONS

There are no licensing regulations for an agency which is recruiting, screening, and orienting foster parents for another agency as long as there is no placement and supervision involved. However, if Palo Alto Adolescent Services wanted to find their own homes for foster placement, a home-finding license would be necessary. This is available through the State Department of Health licensing facilities division. A home-finding agency is an agency which is licensed by the State Department of Health to exclusively license and place their own clients in foster homes.

There are many requirements that an agency must comply with in order to obtain a home-finding license. Only the highlights will be covered here. These regulations were taken from the "Laws and Regulations relating to Licensing of Community Care Facilities" (State Department of Health).

A private home-finding agency must be a non-profit philanthropic organization in order to qualify for a license. Every new application must contain the following information: a) a statement of program goals, b) an administrative organization chart of the total agency, c) personnel, classification qualifications and duties, d) physical facilities, e) budget and financing by item, f) forms and clerical system samples.

The agency must also present a statement of facts saying why this service is needed and on what basis. The agency must tell of plans for coordination with other community services.

Other requirements include: submitting a copy of the agency's constitution and bylaws, a list of the membership of the governing board and any advisory committee. A copy of the proposed budget and plan for the financing of the agency must also be included.

The following are staff qualifications: an executive director who has had professional training in the field of child or family welfare. This person must be qualified to take on supervision of casework services. This person is responsible for the operation of the agency and shall be accountable for it. A supervisor is required with an M.S.W. degree and three years full time social work experience in the field of family or child welfare or two years full time social work employment in a licensed home-finding agency, or adoption agency.

Only the home-finding agency may place its own clients. This license is an exclusive use license. Also there are very specific requirements regarding screening and placement for home-finding agencies. Each foster home study made by the agency should include the following:

1. All members of the family must be seen.
2. There shall be as many office interviews and home visits as necessary to determine whether the agency can use the home and for what type of child or adult.
3. The exclusive use foster home study shall be fully recorded.

Regulations regarding the use of a home-finding agency's homes are as follows:

1. A licensed home-finding agency may use a licensed home.
2. A home approved for the exclusive use of a licensed home-finding agency shall not be used by another agency.
3. The individual needs of each client, as well as the physical accommodations of the home and the ability of the foster parents, shall determine the number of clients who may be placed in a home. No more than six persons may be placed in such a home.

There are also some health requirements for the agency personnel and the prospective foster home parents. They both need TB tests and fingerprint clearance.

There are some specific requirements for small family homes. These are for both public and private home-finding agencies.

> It is the policy of the Department to encourage the development of licensed small family homes which serve as substitute homes for children who are unable to remain in their own home.

A small family home may contain no more than six foster children. At least one parent should remain at home to take care of the children. Single parents are eligible.

Within fourteen days of reception into the home, the foster parents shall receive from the placement agency a written assessment of the unmet needs and/or problems of the individual child.

The foster parent shall collaborate with the placement agency, psychologist, or social worker in developing a plan of action.

There are also specific criteria in selecting prospective foster parents. They are:

1. personal characteristics, physical energy and skills
2. family life experiences and attitudes
3. other household members, including children of the foster parents
4. physical features of the home, its safety and suitability for children
5. steady income
6. one foster parent regularly present

Basic services must be provided: personal care, protection, supervision, assistance, guidance or training, planned activities, food service, and incidental medical and dental care.

Other Ways of Licensing Foster Homes

There are special circumstances where a home-finder's license is not necessary. For example, an institution with six or more children could have the State Department of Health license the home for them. Any children being placed with such an agency would be under institutional placement. These foster homes must accept placements from other counties and offer specialized treatment in order to qualify for a rate from the Bay Area Placement Committee. (This process may be subject to change due to Proposition 13.) The committee sets the standard rates for institutional placements for nine Bay Area counties and is composed of representatives from these counties' social services and probation departments.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations are made from this study:

1. More effective communications between service providers and service receivers is a primary need in North Santa Clara County.

   Recommendations:

   A. Youth need to be involved in planning social services.
   B. Social services agencies must educate the community about their services.

2. Legislation is needed to increase effective service delivery.

   Recommendation:

   A legislative advocacy body be formed with adult and youth members to analyze existing legislation and effect change.

3. New and innovative modes of service delivery are needed to enhance service access and utilization.

   Recommendations:

   A. Keep in touch with national goals for service delivery styles.
   B. Obtain youth involvement in service delivery plans.
   C. Identify gaps in existing services through need assessments.
   D. Provide interagency linkage and support.

4. Comprehensive adolescent services planning is needed county-wide to decrease duplication of services and provide long range planning.

   Recommendation:

   Public and private agencies currently planning adolescent services form a coalition to design a comprehensive delivery system for Santa Clara County. Provision should be made for youth involvement into these plans.

5. More effective ways of involving youth in community affairs and decision-making are needed.

   Recommendations:

   A. Community agencies and organizations should seek student input and support.
   B. Employers should enlist student input in developing job opportunities for youth; employers should enlist student support in disseminating job information.
   C. An Independent Youth Commission should be formed for young people to make their views known to city government.

GLOSSARY OF TERMS

AB 3121. Assembly Bill 3121 is a bill which implements the deinstitutionalization of status offenders. Youth who are runaways, truants, or who have committed some other minor offense, are not detained in locked facilities with major offenders.

601. A minor status offender such as a runaway, truant, or out of control youth. (These would not be offenses if committed by adults.)

300. A dependent or ward of the court.

SB 30. Senate Bill 30 is a special measure to implement the Family Protection Act. Currently two counties (Shasta and San Mateo) are receiving SB 30 funds on a pilot project basis. Family reunification services such as in-home therapy are used to keep a family united during a crisis.

Training for independent living. Instruction in basic living skills such as budgeting, apartment hunting and consumer rights.

Semi-independent living. Programs with alternative housing where youth from 15 - 18 are responsible for some of their basic living needs. For example, they do their own meal preparation, shopping, and hold jobs. They live with other teens in a semi-supervised situation. Counselors live in adjacent facilities and provide training for independent living.

Emancipation training. Programs with vocational opportunities or apprenticeship training. Youth in these programs are usually in some form of alternative housing. They also receive training in basic living skills.

Living skills. Budgeting, values-clarification strategies, consumer education, job hunting strategies and other skills necessary for adult living.

Status offender. A youth who has committed a minor offense; a 601.

North Santa Clara County. Palo Alto, Los Altos, Los Altos Hills, Mountain View, and Sunnyvale.

Family living classes. Classes offering an understanding of values and responsibilities in the nuclear family. Some living skills training and consumer education is offered.

Developmentally Disabled. A person whose condition is attributable to the following permanent disabilities: mental retardation, autism, epilepsy, and other neurological handicaps and conditions, before birth up to the age of eighteen.

Home-finding License. This is a license obtained through the State Department of Health which enables an agency to license its own foster homes for exclusive use. The agency is then responsible for supervision and placement of clients who are placed in these homes.

APPENDIX A - #1

NEEDS-RANKING RESULTS
Percent in agreement
ALL STUDENTS

	MOST SERIOUS	MOST COMMON
1. A different kind of school program	15%	13%
2. Picking and planning a career	69%	48%
3. On-the-job training	37%	11%
4. How to find a job	45%	41%
5. Finding a place to stay if you can't return home - permanently	56%	37%
6. Finding a place to stay if you can't return home for a short time	32%	13%
7. Having a rap center where teens could just drop in and talk about personal problems	16%	12%
8. Learning to live on your own	63%	62%
9. A counselor to come into your home to help with family problems	8%	4%
10. Someone to talk to about personal concerns	37%	31%
11. How to study better	34%	12%
12. Improving reading and writing	36%	14%
13. Recreational activities	49%	20%
14. Drug information	26%	24%
15. Sex education and contraceptive information	33%	36%
16. Learning how to get along better with others	46%	36%

APPENDIX A - #2

NEEDS-RANKING RESULTS
Percent in agreement
Palo Alto High School Students

	MOST SERIOUS	MOST COMMON
1. A different kind of school program	34%	31%
2. Picking and planning a career	71%	40%
3. On-the-job training	34%	5%
4. How to find a job	43%	46%
5. Finding a place to stay if you can't return home - permanently	62%	43%
6. Finding a place to stay if you can't return home for a short time	40%	15%
7. Having a rap center where teens could just drop in in and talk about problems	6%	12%
8. Learning to live on your own	56%	62%
9. A counselor to come into your home to help with family problems	5%	5%
10. Someone to talk to about personal concerns	31%	40%
11. How to study better	40%	6%
12. Improving reading and writing	21%	12%
13. Recreational activities	53%	37%
14. Drug information	12%	18%
15. Sex education and contraceptive information	31%	53%
16. Learning how to get along better with others	46%	46%

APPENDIX A - #3

NEEDS-RANKING RESULTS
Percent in agreement
Gunn High School Students

	MOST SERIOUS	MOST COMMON
1. A different kind of school program	8%	6%
2. Picking and planning a career	64%	42%
3. On-the-job training	42%	6%
4. How to find a job	60%	46%
5. Finding a place to stay if you can't return home - permanently	52%	34%
6. Finding a place to stay if you can't return home for a short time	32%	12%
7. Having a rap center where teens could just drop in and talk about problems	26%	16%
8. Learning to live on your own	68%	68%
9. A counselor to come into your home to help with family problems	12%	8%
10. Someone to talk to about personal concerns	50%	36%
11. How to study better	44%	22%
12. Improving reading and writing	50%	14%
13. Recreational activities	50%	12%
14. Drug information	28%	30%
15. Sex education and contraceptive information	40%	38%
16. Learning how to get along better with others	50%	36%

APPENDIX A - #4

NEEDS-RANKING RESULTS
Percent in agreement
Cubberley High School Students

	MOST SERIOUS	MOST COMMON
1. A different kind of school program	16%	5%
2. Picking and planning a career	83%	72%
3. On-the-job training	27%	38%
4. How to find a job	55%	16%
5. Finding a place to stay if you can't return home - permanently	33%	55%
6. Finding a place to stay if you can't return home for a short time	22%	16%
7. Having a rap center where teens could just drop in and talk about problems	5%	5%
8. Learning to live on your own	83%	55%
9. A counselor to come into your home to help with family problems	0	0
10. Someone to talk to about personal concerns	27%	22%
11. How to study better	5%	27%
12. Improving reading and writing	33%	50%
13. Recreational activities	27%	44%
14. Drug information	11%	11%
15. Sex education and contraceptive information	33%	16%
16. Learning how to get along better with others	33%	38%

APPENDIX A - #5

NEEDS-RANKING RESULTS
Percent in agreement
Mayfield School Students

	MOST SERIOUS	MOST COMMON
1. A different kind of school program	12%	4%
2. Picking and planning a career	75%	45%
3. On-the-job training	29%	20%
4. How to find a job	38%	12%
5. Finding a place to stay if you can't return home - permanently	63%	37%
6. Finding a place to stay if you can't return home for a short time	33%	8%
7. Having a rap center where teens could just drop in and talk about problems	16%	8%
8. Learning to live on your own	70%	37%
9. A counselor to come into your home to help with family problems	16%	4%
10. Someone to talk to about personal concerns	29%	12%
11. How to study better	12%	8%
12. Improving reading and writing	16%	4%
13. Recreational activities	45%	12%
14. Drug information	54%	29%
15. Sex education and contraceptive information	37%	12%
16. Learning how to get along better with others	41%	25%

APPENDIX A - #6

NEEDS-RANKING RESULTS
Percent in Agreement
All Counselors plus Mayfield Faculty and Staff

	MOST SERIOUS	MOST COMMON
1. A different kind of school program	25%	29%
2. Picking and planning a career	29%	29%
3. On-the-job training	12%	12%
4. How to find a job	37%	50%
5. Finding a place to stay if you can't return home - permanently	41%	12%
6. Finding a place to stay if you have to leave home for a short time	10%	41%
7. Having a rap center where teens could just drop in and talk about problems	12%	16%
8. Learning to live on your own	45%	29%
9. A counselor to come into your home to help with family problems	8%	12%
10. Someone to talk to about personal concerns	62%	62%
11. How to study better	25%	8%
12. Improving reading and writing	37%	33%
13. Recreational activities	25%	33%
14. Drug information	25%	12%
15. Sex education and contraceptive information	58%	33%
16. Learning how to get along with others	91%	83%

APPENDIX A - #7

NEEDS-RANKING RESULTS
Percent in agreement
Academic Counselors

	MOST SERIOUS	MOST COMMON
1. A different kind of school program	23%	11%
2. Picking and planning a career	35%	41%
3. On-the-job training	11%	5%
4. How to find a job	41%	52%
5. Finding a place to stay if you can't return home - permanently	47%	17%
6. Finding a place to stay if you have to leave home for a short time	41%	35%
7. Having a rap center where you could just drop in and talk about problems	17%	17%
8. Learning to live on your own	47%	29%
9. A counselor to come into your home to help with family problems	0	5%
10. Someone to talk to about personal problems	64%	58%
11. How to study better	35%	11%
12. Improving reading and writing	47%	35%
13. Recreational activities	29%	47%
14. Drug information	29%	17%
15. Sex education and contraceptive information	58%	29%
16. Learning how to get along with others	94%	76%

APPENDIX A - #8

NEEDS-RANKING RESULTS
Number in agreement
Special Problems Counselors

	MOST SERIOUS	MOST COMMON
1. A different kind of school program	2/3	2/3
2. Picking and planning a career	1/3	0
3. On-the-job training	0	1/3
4. How to find a job	1/3	0
5. Finding a place to stay if you can't return home - permanently	2/3	0
6. Finding a place to stay if you can't return home for a short time	2/3	1/3
7. Having a rap center where you could just drop in and talk about problems	0	1/3
8. Learning to live on your own	1/3	1/3
9. A counselor to come into your home to help with family problems	2/3	1/3
10. Someone to talk to about personal problems	2/3	2/3
11. How to study better	0	0
12. Improving reading and writing	1/3	2/3
13. Recreational activities	1/3	0
14. Drug information	1/3	0
15. Sex education and contraceptive information	2/3	2/3
16. Learning how to get along with others	2/3	all

APPENDIX A - #9

NEEDS-RANKING RESULTS
Number in Agreement
Mayfield School Faculty

	MOST SERIOUS	MOST COMMON
1. A different kind of school program	0	3/4
2. Picking and planning a career	0	0
3. On-the-job training	1/4	1/4
4. How to find a job	1/4	3/4
5. Finding a place to stay if you can't return home - permanently	0	0
6. Finding a place to stay if you can't return home for a short time	1/4	3/4
7. Having a rap center where teens could just drop in and talk about problems	0	0
8. Learning to live on your own	2/4	1/4
9. A counselor to come into your home to help with family problems	0	1/4
10. Someone to talk to about personal concerns	2/4	3/4
11. How to study better	0	0
12. Improving reading and writing	0	0
13. Recreational activities	0	0
14. Drug information	0	0
15. Sex education and contraceptive information	2/4	1/4
16. Learning how to get along with others	all	all

APPENDIX A - #10

NEEDS-RANKING RESULTS
Percent in agreement
MOST SERIOUS NEED

	ALL COUNSELORS	ALL STUDENTS
1. A different kind of school program	25%	15%
2. Picking and planning a career	29%	69%
3. On-the-job training	12%	37%
4. How to find a job	37%	45%
5. Finding a place to stay if you can't return home - permanently	41%	56%
6. Finding a place to stay if you can't return home for a short time	10%	32%
7. Having a rap center where teens could just drop in and talk about problems	12%	16%
8. Learning to live on your own	45%	63%
9. A counselor to come into your home to help with family problems	8%	8%
10. Someone to talk to about personal concerns	62%	37%
11. How to study better	25%	34%
12. Improving reading and writing	37%	36%
13. Recreational activities	25%	49%
14. Drug information	25%	26%
15. Sex education and contraceptive information	58%	33%
16. Learning how to get along with others	91%	46%

APPENDIX A - #11

NEEDS-RANKING RESULTS
Percent in agreement
MOST COMMON NEED

	ALL COUNSELORS	ALL STUDENTS
1. A different kind of school program	29%	13%
2. Picking and planning a career	29%	48%
3. On-the-job training	12%	11%
4. How to find a job	50%	41%
5. Finding a place to stay if you can't return home - permanently	12%	37%
6. Finding a place to stay if you can't return home for a short time	41%	13%
7. Having a rap center where teens could just drop in and talk about personal problems	16%	12%
8. Learning to live on your own	29%	62%
9. A counselor to come into your home to help with family problems	12%	4%
10. Someone to talk to about personal concerns	62%	31%
11. How to study better	8%	12%
12. Improving reading and writing	33%	14%
13. Recreational activities	33%	20%
14. Drug information	12%	24%
15. Sex education and contraceptive information	33%	36%
16. Learning how to get along better with others	83%	36%

APPENDIX A - #12

NEEDS-RANKING RESULTS
Percent in agreement
GROUP HOMES

	MOST SERIOUS	MOST COMMON
1. A different kind of school program	85%	71%
2. Picking and planning a career	28%	0
3. On-the-job training	57%	28%
4. How to find a job	71%	28%
5. Finding a place to stay if you can't return home - permanently	71%	71%
6. Finding a place to stay if you can't return home for a short time	42%	42%
7. Having a rap center where teens could just drop in and talk about problems	14%	14%
8. Learning to live on your own	71%	57%
9. A counselor to come into your home to help with family problems	57%	28%
10. Someone to talk to about personal concerns	71%	42%
11. How to study better	14%	0
12. Improving reading and writing	57%	14%
13. Recreational activities	28%	14%
14. Drug information	71%	0
15. Sex education and contraceptive information	85%	42%
16. Learning how to get along with others	71%	42%

APPENDIX A - #13

NEEDS-RANKING RESULTS
Percent in agreement
Parents of Palo Alto High School Students
(a return of 40 from a sample of 80)

	MOST SERIOUS	MOST COMMON
1. A different kind of school program	40%	28%
2. Picking and planning a career	50%	30%
3. On-the-job training	50%	38%
4. How to find a job	70%	38%
5. Finding a place to stay if they can't return home - permanently	43%	23%
6. Finding a place to stay if they can't return home - temporarily	48%	28%
7. Having a rap center where they could just drop in and talk about problems	30%	28%
8. Learning to live on their own	58%	38%
9. A counselor to come into their home to help with family problems	30%	20%
10. Someone to talk to about personal concerns	33%	33%
11. How to study better	38%	33%
12. Improving reading and writing	50%	33%
13. Recreational activities	20%	25%
14. Drug information	38%	23%
15. Sex education and contraceptive information	35%	18%
16. Learning how to get along with others	65%	35%

APPENDIX A - #14

NEEDS-RANKING RESULTS
Percent in agreement
Community Based Social Service Agencies

	MOST SERIOUS	MOST COMMON
1. A different kind of school program	40%	40%
2. Picking and planning a career	40%	0
3. On-the-job training	40%	20%
4. How to find a job	40%	20%
5. Finding a place to stay if you can't return home - permanently	80%	20%
6. Finding a place to stay if you can't return home for a short time	80%	40%
7. Having a rap center where teens could just drop in and talk about personal problems	80%	60%
8. Learning to live on your own	40%	20%
9. A counselor to come into your home to help with family problems	40%	20%
10. Someone to talk to about personal concerns	100%	80%
11. How to study better	20%	0
12. Improving reading and writing	20%	0
13. Recreational activities	60%	40%
14. Drug information	60%	20%
15. Sex education and contraceptive information	80%	60%
16. Learning how to get along better with others	100%	60%

APPENDIX A - #15

NEEDS-RANKING DATA - SUMMARY OF FINDINGS
Percent in agreement
MOST SERIOUS NEEDS

	A	B	C	D	E	Unweighted Mean
1. A different kind of school program	25	15	85	40	40	41
2. Picking and planning a career	29	69	28	50	40	43
3. On-the-job training	12	37	57	50	40	39
4. How to find a job	37	45	71	70	40	52
5. Finding a place to stay if you can't return home - permanently	41	56	71	43	80	58
6. Finding a place to stay if you can't return home for a short time	10	32	42	48	80	42
7. Having a rap center where teens could just drop in and talk about personal problems	12	16	14	30	80	30
8. Learning to live on your own	45	63	71	58	40	55
9. A counselor to come into your home to help with family problems	8	8	57	30	40	28
10. Someone to talk to about personal concerns	62	37	71	33	100	60
11. How to study better	25	34	14	38	20	26
12. Improving reading and writing	37	36	57	50	20	40
13. Recreational activities	25	49	28	20	60	36
14. Drug information	25	26	71	38	60	44
15. Sex education and contraceptive information	58	33	85	35	80	58
16. Learning how to get along better with others	91	46	71	65	100	74

Groups: A = counselors; B = students; C = group homes; D = parents; E = agencies.

APPENDIX A - #16

NEEDS-RANKING DATA - SUMMARY OF FINDINGS
Percent in agreement
MOST COMMON NEEDS

	A	B	C	D	E	Unweighted Mean
1. A different kind of school program	29	13	71	28	40	36
2. Picking and planning a career	29	48	0	30	0	21
3. On-the-job training	12	11	28	38	20	21
4. How to find a job	50	41	28	38	20	35
5. Finding a place to stay if you can't return home - permanently	12	37	71	23	20	32
6. Finding a place to stay if you can't return home for a short time	41	13	42	28	40	32
7. Having a rap center where teens could just drop in and talk about personal problems	16	12	14	28	60	26
8. Learning to live on your own	29	62	57	38	20	41
9. A counselor to come into your home to help with family problems	12	4	28	20	20	16
10. Someone to talk to about personal concerns	62	31	42	33	80	50
11. How to study better	8	12	0	33	0	11
12. Improving reading and writing	33	14	14	33	0	18
13. Recreational activities	33	20	14	25	40	26
14. Drug information	12	24	0	23	20	15
15. Sex education and contraceptive information	33	36	42	18	60	37
16. Learning how to get along better with others	83	36	42	35	60	51

74

Groups: A = counselors; B = students; C = group homes; D = parents; E = agencies.

75

APPENDIX B - #1

PALO ALTO ADOLESCENT SERVICES CORPORATION INTERVIEWERS

GUIDE FOR OPINION SURVEY - SERVICE PROVIDER FORMS

1. What services do you provide for adolescents and their families?

2. Would you please describe your program or service to me?

3. How did you determine a need for this service?

4. How are adolescents referred to you?

5. How many adolescents are referred to you by the department of
   Social Services_____ Probation_____

6. Who do you get most of your referrals from that are private sources?

7. What problems do you refer or collaborate with agencies on most frequently?
   a. Which agencies?

8. When adolescents are referred to you, what problems are they asking help for?

9. What are the goals of your program or service in regard to adolescents?

10. What are the therapeutic elements of your program?

11. Do your adolescent clients need additional therapeutic services?

12. How many adolescents utilize your service per month _____ per year _____

13. What is their age span from _____ to _____
    How many males _____ females _____

14. How many of your adolescent clients reside in the following cities?
    Palo Alto _____ Mountain View _____ Sunnyvale _____
    Los Altos _____ San Jose _____ Other _____
    a. Why are the clients from Palo Alto not using their own community services?

15. Within the past year, how many of your adolescent clients have been from the following ethnic groups?
    White _____ Black _____ Mexican American _____
    Asian _____ Indian (American) _____ Other _____

16. Of the services you provide for adolescents which are in the greatest demand?

17. What kinds of needs are demonstrated by your adolescent clients most frequently that you have trouble referring to other agencies or services?

18. Are aftercare services available to your clients after utilizing your service?
    a. If so, what are they?

19. Of those adolescents you see who are in need of alternative housing, how many could benefit from the following types of housing?
    a. Group Homes _____
    b. Group Home for unwed mothers _____
    c. A Psychiatric Group Home for severely disturbed adolescents _____
    d. A Semi-Independent living situation _____
    e. Group Home for Developmentally Disabled _____
    f. Temporary Foster Care _____
    g. Long Term Foster Care _____
    h. Adoption _____

20. Of your clients in need of living skills training, what elements in your program are meeting this need effectively?

21. What kinds of programs do you think are needed for adolescents?

22. If you could create any program you wanted to, what would it be?

23. What is the breakdown of staff in your organization (how many counselors, directors. . .)?
    a. What is the ethnic breakdown of staff? Multi-lingual _____
    Male _____ Female _____

24. What Federal, State, or County restrictions are you required to follow?

25. Do you need a special license to operate? (What kind?)

26. How has AB 3121 affected your agency or service?

27. Do your client fees support your entire operating costs?
    What percent do they cover?
    a. What is the cost of your service?

28. Which of the following are sources of fees for you?
    a. Federal _____
    b. State _____
    c. County _____
    DSS _____
    Probation _____
    d. Private Donations _____
    e. Churches _____
    f. Private non-profit foundations _____
    g. Corporations _____
    h. Client Fees _____
    i. Other _____

29. Are there any extra sources of funding like CETA, Short Doyle, one-time grants, or additional city, county, or state monies?

30. If you have a sliding scale for fees, how does it work, and how do you continue to support it?

APPENDIX B - #2

NEEDS-RANKING QUESTIONNAIRE
Service Provider Form

We would like to know how important or serious you consider the following needs of the adolescents that you see. Please rate each one on a scale from 0 to 2 according to how important or serious you consider the need.

Example: _____ How to find a job
Mark a 0 if it is NOT IMPORTANT
Mark a 1 if it is IMPORTANT
Mark a 2 if it is REALLY IMPORTANT

1. _____ A different kind of school program (alternative school)
2. _____ Picking and planning a career
3. _____ On-the-job training
4. _____ How to find a job
5. _____ Finding a place to stay if you can't return home - permanently
6. _____ Finding a place to stay if you have to leave home for a short time
7. _____ Having a rap center where you could just drop in and talk about problems
8. _____ Learning to live on your own (i.e., saving money, finding an apartment)
9. _____ A counselor to come into your home to help with family problems
10. _____ Someone to talk to about personal concerns
11. _____ How to study better
12. _____ Improving reading and writing
13. _____ Recreational activities (i.e., sports, dancing, arts and crafts)
14. _____ Drug information
15. _____ Sex education and contraceptive information
16. _____ Learning how to get along with others

If you had to choose only five of the above needs because more teenagers had those needs, which ones would you choose? Please put a star beside the five most common needs listed above.

APPENDIX B - #3

NEEDS-RANKING QUESTIONNAIRE
Service Receiver Form

We would like to know how important the following needs are to you. Please rate each one on a scale from 0 to 2 according to how important it is to you.

Example: _____ How to find a job
Mark a 0 if it is NOT IMPORTANT
Mark a 1 if it is IMPORTANT
Mark a 2 if it is REALLY IMPORTANT

1. _____ A different kind of school program (alternative school)
2. _____ Picking and planning a career
3. _____ On-the-job training
4. _____ How to find a job
5. _____ Finding a place to stay if you can't return home - permanently
6. _____ Finding a place to stay if you have to leave home for a short time
7. _____ Having a rap center where you could just drop in and talk about problems
8. _____ Learning to live on your own (i.e., saving money, finding an apartment)
9. _____ A counselor to come into your home to help with family problems
10. _____ Someone to talk to about personal problems
11. _____ How to study better
12. _____ Improving reading and writing
13. _____ Recreational activities (i.e., sports, dancing, arts and crafts)
14. _____ Drug information
15. _____ Sex education and contraceptive information
16. _____ Learning how to get along with others

If you had to choose only five of the above needs because more teenagers have those needs, which ones would you choose? Please put a star beside the five most common needs listed above.

APPENDIX B - #4

QUESTIONS TO ASK HIGHSCHOOL STUDENTS

1. Do you know kids like the one in the role play?
2. What other kinds of problems do these kids have?
3. How many of you have run away from home?
4. Do you know kids that have run away from home?
5. Where did these kids go when they ran away?
6. If you had problems in your family would you know where to go for help?
7. How many of you know how to go about renting an apartment?
8. Do you know how to find a job?
9. How many of you have picked a career for yourself?
10. How many of you are going on to college?
11. How many of you are going on to trade school?
12. How many of you have had a class where you learned some facet about living on your own?
13. How many of you could live on your own right now?
14. How many of you think your parents need a class on communication skills? (What kind of class would it be?)
15. What kinds of programs are available for kids in Palo Alto?
16. What new programs would you like to see developed for teens in Palo Alto?

APPENDIX B - #5

QUESTIONS TO ASK ALL SPECIAL PROBLEMS COUNSELORS
AND MAYFIELD SCHOOL STAFF AND FACULTY

1. How many teenagers do you see with special (personal) problems per month?
2. What kinds of academic problems do these kids have?
3. What counseling services does your school provide for teens with special problems?
4. What are the most common problems kids come to you with?
5. Where do you refer kids who have special problems most frequently?
6. What problems do kids come to you with that you have trouble referring to other agencies or services for?
7. a) What has your experience been like with kids living in alternative housing?
   b) How are their needs different than those of kids who live at home?
8. Do the students you see who have special problems need further therapy?
9. What brings a kid to Mayfield school? What are his/her needs?
10. How are the ones who come to you with special problems different - or are they only more verbal or willing to seek help?
11. a) How many kids have you talked with this year who needed alternative housing?
    b) What kind of alternative housing?
12. What percent of the student population takes at least one course offering basic living skills training before they graduate?
13. What classes in your school offer basic living skills training?
14. What programs do you think are needed for teens in Palo Alto?

APPENDIX B - #6

June 1, 1978

Dear Parent,

We are concerned about the needs of teenagers in Palo Alto. As a non-profit social service corporation, our primary goal is to meet the needs of teenagers in our community. Presently we are conducting a survey of Palo Alto parents and your name was selected at random from a high school directory. We are coordinating our research efforts with the County and Palo Alto Unified School District.

Enclosed you will find a two part questionnaire, and a self-addressed, stamped return envelope. Please complete this questionnaire as soon as possible. It is important that you have input into this research, since a social service will be provided in response to the needs we reveal.

If you have any questions about this research, or if you would like more information about Palo Alto Adolescent Services, please contact us.

Thank you VERY much for your time and participation.

Sincerely yours,

Lonnie Nungesser, Researcher

APPENDIX B - #7

NEEDS-RANKING QUESTIONNAIRE
Community Members Form

I. A. We would like to know how IMPORTANT or serious YOU consider the following needs of the teenagers you know. Please rate each one on a scale from 0 to 2 according to how IMPORTANT or serious YOU consider the need.

Example: _____ How to find a job
Mark a 0 if it is NOT IMPORTANT
Mark a 1 if it is IMPORTANT
Mark a 2 if it is VERY IMPORTANT

1. _____ A different kind of school program (alternative school)
2. _____ Picking and planning a career
3. _____ On-the-job training
4. _____ How to find a job
5. _____ Finding a place to stay if they can't return home - permanently
6. _____ Finding a place to stay if they can't return home - temporarily
7. _____ Having a rap center where they could just drop in and talk
8. _____ Learning to live on their own (i.e., saving money, finding an apartment)
9. _____ A counselor to come into their home to help with family crisis
10. _____ Someone to talk to about personal concerns
11. _____ How to study better
12. _____ Improving reading and writing
13. _____ Recreational activities (i.e., sports, dancing, arts and crafts)
14. _____ Drug information
15. _____ Sex education and contraceptive information
16. _____ Learning how to get along with others (i.e., communication and interpersonal relations)

B. Please put a star beside the five needs you think are the MOST COMMON overall needs of kids in this community.

II. What services are needed for adolescents in your community which are not currently available? (Please use the back of this page if necessary.)

APPENDIX B - #8

I would like to take this time to express our gratitude for participating in our needs assessment opinion survey. The information regarding your service is useful and valuable to our project.

Copies of the report will be available at the end of September. If you have any additional thoughts or comments regarding new program ideas or needs of youth, please feel free to call me at 321-3155. Thank you again for your input.

Sincerely,

Linda Gallatin, Researcher

APPENDIX C - #1

GROUP HOMES INTERVIEWED

Palomares - San Jose
Deseret - Santa Cruz
Sun Porch - Palo Alto (short-term crisis home)
Violet Rice - San Jose
Teen Enrichment - Milpitas
Casa S.A.Y. - Mountain View
Wilson House - San Jose (short-term crisis home)
Because of Youth - San Jose
Arbutus - San Jose
Group Six - San Jose
Learning House - Palo Alto
Girls ARC/Boys ARC (short term) - San Jose

Note: PASSC's group home, Caravan House, was not included in the data.

APPENDIX C - #2

NORTH COUNTY AGENCIES

Counseling Services

*North County Mental Health
*Family Service Association of the Mid-Peninsula
*Jewish Family Service
Peninsula Children's Center
*Children's Health Council
*Casa S.A.Y.
*Stanford
*Learning House
*Florence Crittendon
*Community Association for the Retarded
*Miramonte - Satellite Program

Crisis Services

Emergency Treatment Center
*Parental Stress Hotline
*Women Against Rape
*Kara (Death and Dying Counseling)

Residential (long term)

*Sun Porch
Transition House
Caravan House

Residential (short term)

*Casa S.A.Y.
ETC (short term foster home placement)

Information and Referral

*Palo Alto Information and Referral Service

*These agencies were interviewed.